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ABSTRACT

One of a series of three K-6 guides developed under the K-6 Teacher and Counselor Competencies in Career Education Program, this guide contains a section for each of the K-2 levels (Readiness, First Experience Level, and Second Experience Level), each encompassing the two career education components: Subject Matter Areas (to reinforce science, language arts, math, and social studies concepts), and the Career Development Areas (with both developmental and interacting dimensions). Each experience level section contains eight infusion strategies (teaching units which fuse career development and subject matter concepts) based on the career developmental dimensions: Coping behaviors (two strategies), decision making (two strategies), lifestyle (one strategy), and self development (three strategies). (Separate teaching units are not included for the interacting dimensions; they are integrated into the suggested activities for the developmental dimensions). Each infusion strategy contains career development concepts, teacher goals, vocabulary, performance objectives, listings of subject matter concepts used, preplanning suggestions, student activities, student pages, references to related materials, and job descriptions of the occupations presented. Cross indexing is provided so that infusion strategies may be located by occupational theme, subject matter topic, or career development area. (JT)

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CAREER EDUCATION GUIDE
(K-2)

by

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This guide
is one of a series
of three K-6 guides:

Career Education Guide (K-2)
Career Education Guide (3-4)
Career Education Guide (5-6)

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PREFACE

Materials of the project stress parallels between the lives of children and the lives of all other humans. The process of decision making is learned through making decisions whether one is a child in school or an adult in a specific occupation. So too are other career development concepts learned. One learns coping behaviors by being able to cope with situations in the here and now. Children at school are involved in an occupation, that of "school child" just as an adult may be in the occupation of tailor or chemist.

Visits were made to career education project sites, career education curriculum guides and career development theory were reviewed, commercial materials were examined, and people in various occupations were interviewed. Out of all these activities emerged the eleven career development major concepts and the seventy-six subconcepts around which the Enrichment of Teacher and Counselor Competencies in Career Education materials are built. Certainly more career development concepts exist. However, some priorities had to be established. With the help of a validation task force the staff was able to reduce the concepts to a manageable number.

Five textbook series were reviewed and concepts commonly presented at each experience level were identified for language arts, mathematics, science, and social studies. Once both career development and subject matter concepts were identified, teaching strategies were developed which infused the two types of concepts.

Teaching-learning activities have to have a "jumping-off" point. The project staff has chosen to use occupations selected from the fifteen USOE clusters of occupations as the agent to bring together career development and subject matter concepts. It is the philosophy of the project staff that at the K-6 level, in general, it does not matter which occupations are chosen. In fact, occupations do not have to be used. However, occupations are highly motivational in nature and serve as an excellent means to help students acquire career development and subject matter processes and content.

An honest attempt has been made to avoid sex and minority group stereotyping. Illustrations and text were reviewed by minority group members and representatives of women's groups. Some illustrations were redrawn and some text was rewritten. The authors invite all users who find any illustrations or wording that contain stereotyping to modify the materials. It was impossible for the staff to determine whether publications listed in the bibliographies contained stereotyping. The user should be alert to this possibility and review all materials listed in the bibliographies.

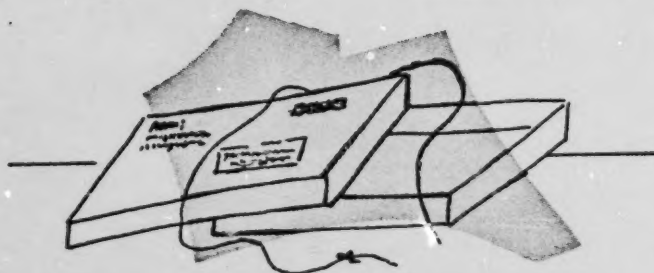
Throughout the development of this guide, students and teachers at Buzzard Laboratory School offered suggestions for improvement of the materials. Many children's suggestions are incorporated into this publication.

The vastness of the population for whom this publication is intended made it difficult to produce a document that would fit the needs of the entire population. Therefore, the staff expects that many adaptations will occur. This may be highly desirable because the professional classroom teacher is very adept at adapting.

ORIENTATION TO THE GUIDE

Dear Teacher,

You are about to be introduced to a promising innovation in K-6 curriculum--career education.



Put aside any pat ideas you may have.

Career education isn't just learning about jobs.

Career education isn't steering children into certain careers.

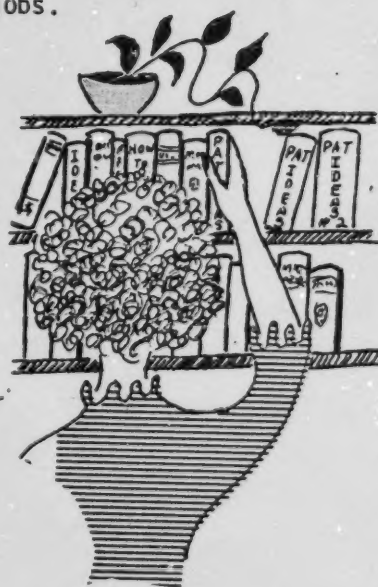
Career education doesn't force children to ask, "What do I want to be?"



You don't have to add a new class period called career education.

You don't have to buy new materials.

You don't have to change useful teaching methods.



INFUSION is the Master of Ceremonies for career education.

Career education has two components.

I. The Subject Matter Areas

These are the building blocks of every K-6 curriculum. The activities in this guide will reinforce Science, Language Arts, Mathematics, and Social Studies concepts.

II. The Career Development Areas

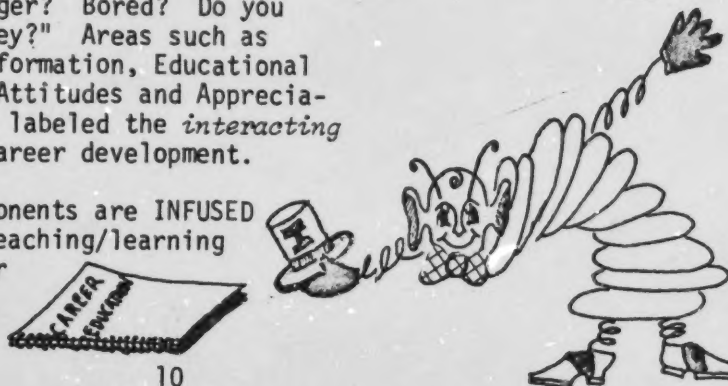
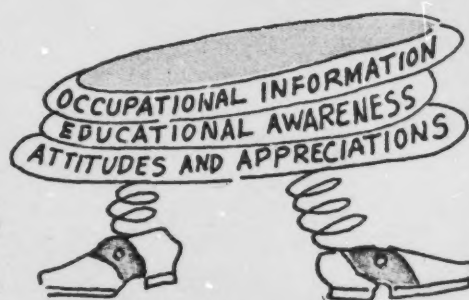
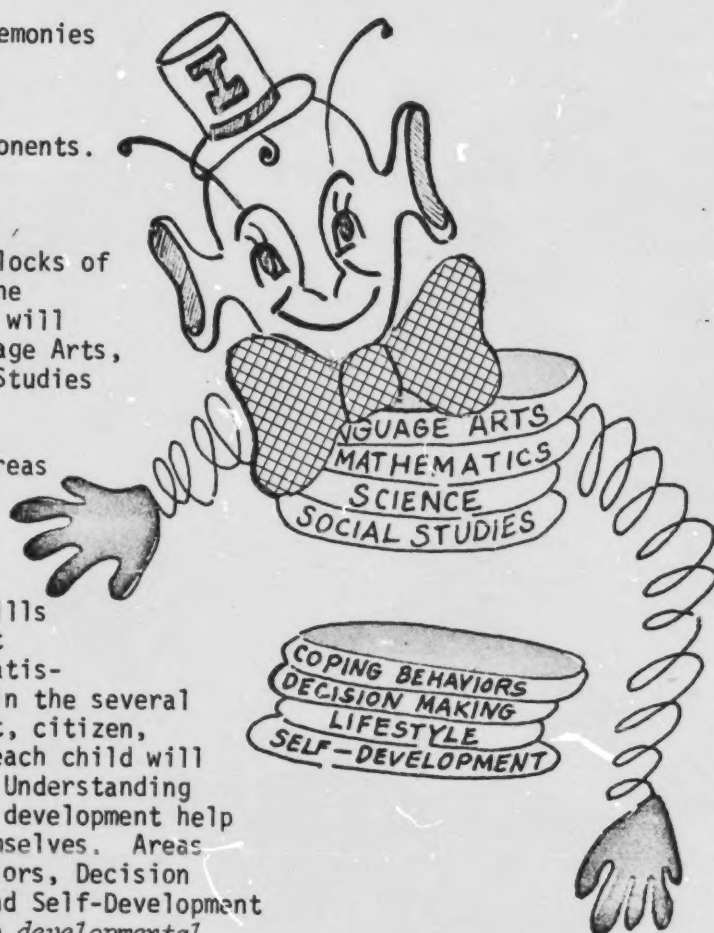
A. The Developmental Dimensions

Understanding and skills in career development guarantee personal satisfaction and success in the several adult careers (parent, citizen, worker, etc.) which each child will assume as an adult. Understanding and skills in career development help children to know themselves. Areas such as Coping Behaviors, Decision Making, Lifestyle, and Self-Development have been labeled the *developmental* dimensions of career development.

B. The Interacting Dimensions

Children think of themselves as workers. They are interested in knowing, trying out, and comparing the characteristics of adult tasks. Children wonder, "What tools do you use? Can I do it? How long does it take you to learn your job? Are you ever in danger? Bored? Do you make enough money?" Areas such as Occupational Information, Educational Awareness, and Attitudes and Appreciations have been labeled the *interacting* dimensions of career development.

When these components are INFUSED into a single teaching/learning activity, career education happens.



Concepts

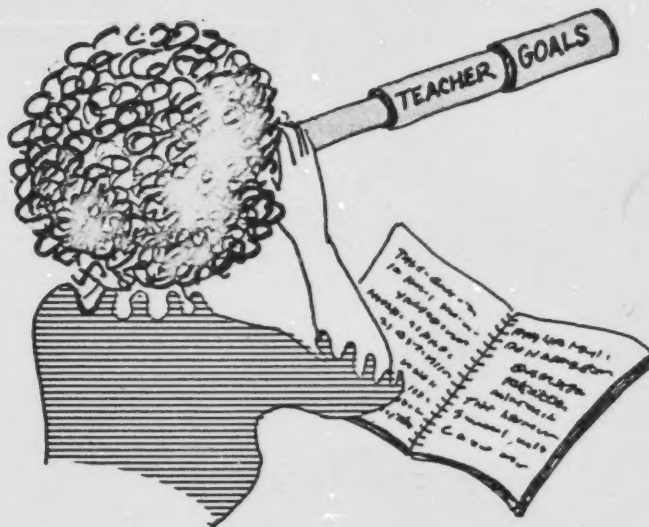
Subject matter concepts for the activities in this book were adapted from major textbook series.

Concepts for the developmental dimensions of career development are identified by one to three major concepts. Each major concept has K-6 subconcepts sequenced by increasing detail and difficulty according to experience level.

Concepts for the interacting dimensions of career development are more general and are the same at each experience level in this series.

Teacher Goals

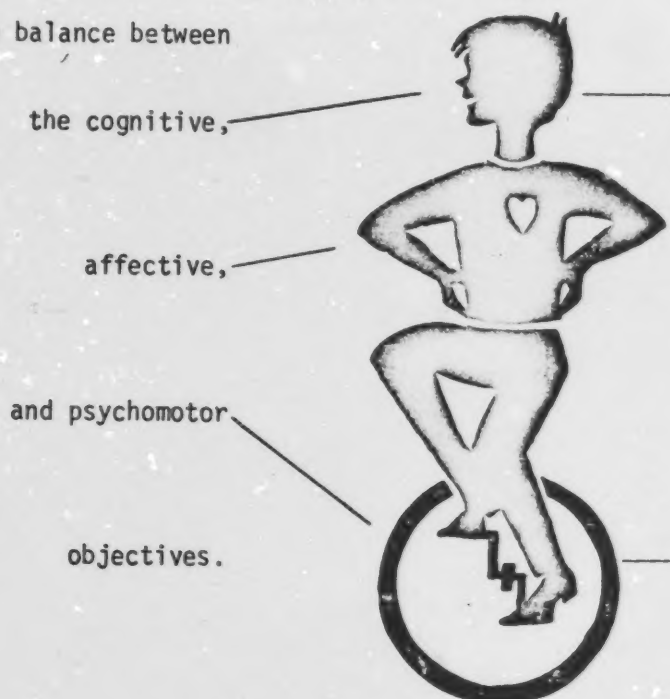
The career concepts lend themselves to a spectrum of teaching activities beyond the scope of those offered in this book. Teacher goals are provided so that you may preview and scan the teachability of a concept. The teacher goals will alert you to many ways to reinforce career concepts throughout the school day.



Objectives

You are correct if you assume that each career education activity has more than one objective. The activities have objectives from the two career education components--subject matter and career development.

There is a reasonable balance between



Objectives appear in the discussion of an activity like this. PPO means Pupil Performance Objective.

Lifestyles within a community differ. Lifestyle	<i>... compile a list of ways to find out names and addresses of local nurseries. PPO</i> Use the yellow pages of the telephone directory as one source for locating nurseries in the immediate area.
--	---

The career concept toward which the objective was written is beside it in the left hand column.

Evaluation

The evaluation of pupil achievement after an infusion strategy (teaching unit) has been completed must depend primarily upon the sensitivity and judgment of the classroom teacher. The intelligent selection of means of evaluation has a direct relationship to the actual learners involved and the local conditions. For example, the classroom teacher is the best qualified person to decide whether a certain child should demonstrate a given knowledge "orally" or "in writing." The same consideration may be applied to the amount of knowledge or skill required.

Rather than prescribe a posttest, the present materials suggest that the pupil performance objectives for the infusion strategy activities be used as bases for the individual teacher's evaluation of pupil achievement. With these objectives and their corresponding activities as starting points, the teacher may decide to designate:

A CERTAIN NUMBER OF REQUIRED ACTIVITIES TO BE
PERFORMED BY ALL PUPILS;

or, A CERTAIN NUMBER OF ACTIVITIES WHICH MAY BE TREATED
AS ELECTIVES BY THE CHILDREN;

or, A COMBINATION OF REQUIRED AND ELECTIVE ACTIVITIES;

or, A WRITTEN, ORAL, OR PERFORMANCE TEST CONSTRUCTED
ACCORDING TO THE CONTENT AND ACTIVITIES ACTUALLY
EXPERIENCED BY THE CHILDREN.

ORGANIZATION OF THE GUIDE

You are probably very familiar with the content of the subject matter areas--mathematics, science, social studies, and language arts. However, career development content may be new to you and you may need to become familiar with career development concepts. For this reason, within each grade or experience level the guide is organized around the developmental dimensions--Coping Behaviors, Decision Making, Lifestyle, and Self-Development. Infusion strategies (teaching units) have been prepared which focus on a career development concept.

In case you are wondering what happened to the other three dimensions of career development, you will recall that they were called the interacting dimensions and they do just that--interact with the four developmental dimensions listed above. Separate teaching units have not been written for the interacting dimensions concepts. Interacting dimensions concepts have been integrated into the suggested activities for the developmental dimensions.

Each experience level has been tabbed so that you can quickly find the experience level(s) that are appropriate for your students. Within each experience level you will find eight infusion strategies. The infusion strategies follow the same pattern for experience levels:

Coping Behaviors - 2 infusion strategies

Decision Making - 2 infusion strategies

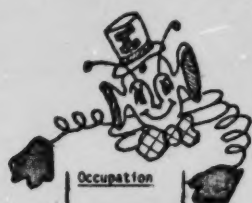
Lifestyle - 1 infusion strategy

Self-Development - 3 infusion strategies

This book is organized so that you can use it in different ways. The INDEX is your key.



Suppose you wanted to teach about an occupation because it was of high interest in your geographic area or of special interest to the children. Choose an infusion strategy by occupational theme.



<u>Dimension</u>	<u>Infusion Strategy</u>	<u>Occupation</u>	<u>Activity</u>	<u>Subject Matter</u>	<u>Page</u>
CB	Going Below	Diver	Why Dive?	Describe, find similarities and differences	___
LS	Coming Attractions	Theater Manager	Alike and Different	Describe, find similarities and differences	___
SD	At Your Service	Deliveryman	Try This One	Categorizations	___

Perhaps you wish to transform a math period into career education. Select your specific math topic and use that activity.



(Facts and Operations)

CB	I Protect You	Policeman	It Has to Be Written	Counting	___
CB	I Protect You	Policeman	Help Me Find It	Cardinal numbers	___
DM	Things Look Different	Pilot	Listen to Ground Control	Cardinals to 100	___

Or maybe you feel your children need work in one of the career development areas. Choose activities from that section and teach them.



CB	What's the Number?	Telephone Operator	Long Distance Calling	One-step problems	_____
DM	Try It This Way	Home Service Representative	More or Less	One-step problems	_____
LS	That's Living	Nurseryman	People or Plants	One-step problems	_____
LS	That's Living	Nurseryman	Gardens	One-step problems	_____
SD	Made to Measure	Upholsterer	Measured to Fit	Solve number stories	_____

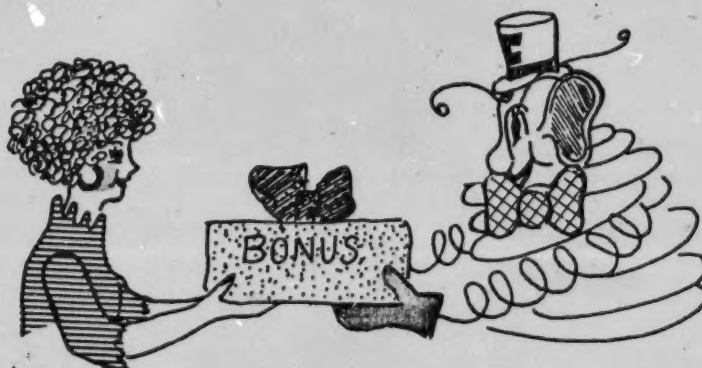


In this guide you will find teaching materials in the form of teaching units called infusion strategies. Each strategy contains the following:

1. Career development concepts
2. Teacher goals
3. Vocabulary
4. Performance objectives
5. Listings of subject matter concepts used
6. Preplanning suggestions
7. Student activities
8. Student pages (REACT pages)
9. References to related materials
10. Job descriptions of the occupations presented

Within each infusion strategy there are 3-5 teaching activities. Be selective. Choose those that fit you and your students.

REACT Pages



Student materials are offered for each activity in the form of Reinforcement Activity (REACT) pages. The REACT page is an activity supplement to be used at the discretion of the teacher. Directions for using the REACT pages are at the end of each activity.

Maybe it's time to start--

You may now feel that you are ready to start using this guide. If so, you need not read the material below. However, if you need additional preview of guide contents and additional suggestions for getting started,

LET'S TAKE A WALK THROUGH THE GUIDES.



IMAGINE YOU ARE A FIRST GRADE TEACHER who has decided to correlate some social studies concepts and career development concepts. The steps described below will assist you.

IT IS IMPORTANT THAT YOU FOLLOW EACH STEP EXACTLY AND TURN TO EACH PAGE NUMBER GIVEN WHEN YOU ARE INSTRUCTED TO DO SO.

Using the Master Index of Infusion Strategy Content

Step 1 Turn to the master index at the back of this guide. Note the code at the top. Look for the heading titled First Experience Level.

Master Index

Step 2 Under this level, note the titles of each column, then look to the column titled "Subject Matter." Moving down the column, go through all four areas, language arts, mathematics, science, and social studies. Match the concepts which you see here with the subject matter concepts you are now teaching. You may find that there are many concepts listed which you are now using or have used in your classroom.

*Column in the
Master Index*

Step 3 Let's say you have been working with the social studies concept "dependence upon others" and you find several strategies which deal with that concept such as "I Protect You" - Policeman, "Going Below" - Diver, "All the World" - Actor, etc. Further suppose that there has been a current event focusing the attention of the children in your class on the policeman. Therefore, you decide to teach the "I Protect You" infusion strategy which presents the occupation of the policeman. You are now ready to find that strategy so that you can become familiar enough with it to begin your planning. The strategy begins on p. ____ in the Coping Dimension Guide. You can determine in which guide the strategy is located by looking at the "Dimension" column.

*Concept to be
taught*

Using the Introductory Material in an Infusion Strategy, Using the Job Description, and Using the References to Related Materials

A Word About Infusion Strategies--

Infusion strategies are samples of how to infuse career development concepts and subject matter concepts. Occupations serve as the vehicle to accomplish the infusion process. In all cases there is no attempt to steer children into specific occupational emphases. The intention, rather, is to provide a survey of a wide range of occupational areas from which an individual could begin to consider his own potentialities and to capitalize upon the excellent motivation that occupations can provide. Each infusion strategy contains three-five teaching activities.

*Infusion Strategy
Information*

Step 4 Examine the introductory page of the infusion strategy (page ____). Note that the career development dimension is Coping Behaviors. (Perhaps you feel that you need more information about the Coping Behaviors Dimension. If so, turn to the beginning of the Coping Behaviors section (pages ____ through ____) and look over this material for background information.) Be sure to read the subconcept and major concept which are also found on this introductory page. Note that the occupation dealt with is the policeman and the occupational cluster is Public Services. If at this time, you want to know more about what a policeman does, turn to the end of the infusion strategy (page ____) and read the job description, Police Officers.

*Infusion
strategy
introductory
page*

*Job
description*

Step 5 As you turn to the next page (page ____), you will find Teacher Goals and a listing of the titles of the four activities presented in this infusion strategy. The next page shows the vocabulary list. Simply familiarize yourself with the information on these pages.

Teacher goals

Vocabulary

Step 6 If you were in the process of preparing to teach this infusion strategy, now would be a good time to look over the list of related materials found near the end of the strategy (page ____) so that plans could be made for obtaining them.

*Related
materials*

Using the Activities Which Involve the Children

Step 7 Turn to the first activity in the infusion strategy which is titled "Watch Out" (page ____). Here you find the performance objectives which are for the career development concepts.

*Performance
objectives*

A word about performance objectives--

Care has been taken to provide objectives at different levels of difficulty within cognitive, affective, and psychomotor domains.

*Performance
objectives
information*

Step 8 Look at the listing of subject matter concepts used in this activity and the preplanning suggestions for the teacher (page ____).

*Subject matter
concepts
Preplanning
suggestions*

Step 9 The next few pages ____ through ____ contain the activities which involve the students. Each page is divided into two columns. In the left column, you find the dimension sub-concepts and the names of the dimensions which are being used in these particular activities. (For more information about the three Interacting Dimensions, turn to pages ____ through ____.) The right column gives a description of the activities which involve the children. The pupil performance objectives (PPO) are in italics and are followed by suggestions for infusing the dimension concept with class activities and the child's life.

*Student
activities*

Using The REACT Pages

Step 10 In the right column on page ____ (at the end of the student activities), you find the teacher directions for using the REACT pages. Following the directions you find a code and the REACT page title. The code used to identify the REACT page includes the initials of the career development dimension, experience level, and the number of the REACT page as it appears in sequence. For example:

*Teacher directions
for REACT pages*

CB/Level 1/1
"Safety First"

REACT page code

Coping Behaviors/Level 1/REACT page 1

The same code also appears on the REACT pages (pages ____ and ____).

A word about REACT pages--

The REACT pages are not intended for passive enjoyment. REACT pages ask children to do things that are based on a child's own individual interests and needs.

*REACT page
information*

Examining Other Activities

Step 11 Now turn to page _____. You will find a second activity titled "It Had To Be Written." This activity is the second of four activities written for this infusion strategy. You may examine this activity and the two following it in the same manner as you examined the first (Steps 8 through 11).

*Other
activities*

Using Other Strategies

Step 12 Having looked at all four activities in the infusion strategy, you have completed your examination of an entire strategy. Once you understand the steps involved in using one strategy, you will find it easy to use any of the others.

*Examination
completed*

It's time to start--

The infusion strategies are by no means an exhaustive list of the ways that career education concepts can be infused with all subject matter concepts. Sample infusion strategies have been prepared to show how career concepts can be integrated with concepts in mathematics, language arts, social studies, and science. However, *the door is open for you to devise additional infusion strategies* for subject matter concepts that are not included in the sample strategies. You'll understand how to develop some infusion strategies once you have tried several of the samples.

The community is at your doorstep. *Use it!*

Parents are available to assist. *Invite them in!*

Hands-on materials can be obtained. *Get them or make them!*

Infusion strategies remain to be devised. *Create some!*

MASTER INDEX OF INFUSION STRATEGY CONTENTS

CB - COPING BEHAVIORS	LS - LIFESTYLE
DM - DECISION MAKING	SD - SELF-DEVELOPMENT

Readiness Level

LANGUAGE ARTS

Dimension	Infusion Strategy	Occupation	Activity	Subject Matter	Page
(Grammar and Usage)					
DM	As I See It	Commercial Artist	I Can Guess	Uses of language: express feelings, describe, inquire	100
LS	Specials for Customers	Grocer	Because There Are People	Informal awareness of sentence patterns	148
LS	Specials for Customers	Grocer	That's Why I Do It	Proper forms and usage	158
(Listening and Speaking)					
CB	Moving and Changing	Construction Machine Operator	Following Directions	Listening comprehension	34
CB	Do As I Do	Teacher	Read the Story	Listening comprehension	63
DM	Knowing Where to Go	Fireman	What Is a Goal?	Listening comprehension	116
DM	Knowing Where to Go	Fireman	Comparing Goals	Listening comprehension	132
SD	Play Is Work	Athlete	Breathe and Balance	Show and tell activities	196
SD	Play Is Work	Athlete	Time Out	Listening for comprehension	200
(Reading)					
CB	Moving and Changing	Construction Machine Operator	Outdoors	Read labels	42
CB	Do As I Do	Teacher	What Does the Teacher Do?	Left-to-right orientation Letter name knowledge	58
CB	Do As I Do	Teacher	Read the Story	Picture reading	63
DM	As I See It	Commercial Artist	Look at Me	Audio and visual discrimination	95
DM	Knowing Where to Go	Fireman	What Is a Goal?	Sound-letter relationship	116
DM	Knowing Where to Go	Fireman	Comparing Goals	Tell story from picture	132
LS	Specials for Customers	Grocer	Because There Are People	Left-to-right orientation Visual discrimination	148
SD	The Family Likes It	Landscaper	Tree or Flower	Picture dictionary	184
SD	Play Is Work	Athlete	Time Out	Left-to-right orientation	200
SD	This Is Home	Homemaker	I'm Hungry	Patterns of organization Cause-effect, sequence	219
(Writing Skills)					
CB	Do As I Do	Teacher	What Does the Teacher Do?	Print own name, simple words	58
CB	Do As I Do	Teacher	One for the Books	Word labels for objects in room	67

Readiness Level

MATHEMATICS

(Facts and Operations)					
CB	Moving and Changing	Construction Machine Operator	More Than One Toy	Counting	38
DM	As I See It	Commercial Artist	What a Shape	Counting numbers of a set Equivalence	84

<u>Dimension</u>	<u>Infusion Strategy</u>	<u>Occupation</u>	<u>Activity</u>	<u>Subject Matter</u>	<u>Page</u>
LS	Specials for Customers	Grocer	They Depend on Me	Counting numbers of a set	153
(Figural)					
LS	Specials for Customers	Grocer	They Depend on Me	Read bar and picture graphs	153
SD	Play Is Work	Athlete	Rules and Penalties	Bar graphs	204
(Geometry)					
DM	As I See It	Commercial Artist	What a Shape	Recognition of simple shapes	84
DM	As I See It	Commercial Artist	I Can Guess	Recognition of simple shapes	100
SD	The Family Likes It	Landscaper	Sizes	Manipulation of basic solids and planes	176
SD	The Family Likes It	Landscaper	Planning	Manipulation of basic solids and planes	180
(Measurement)					
CB	Moving and Changing	Construction Machine Operator	How Big Is It?	Distinguish short-tall, heavy-light, least-most, wide-narrow	46
CB	Do As I Do	Teacher	One for the Books	Calendar	67
LS	Specials for Customers	Grocer	That's Why I Do It	Distinguish short-tall, heavy-light, least-most, wide-narrow	158
SD	The Family Likes It	Landscaper	Sizes	Distinguish short-tall, heavy-light, least-most, wide-narrow	176
(Problem Solving)					
CB	Moving and Changing	Construction Machine Operator	How Big Is It?	Simple oral problems Counting for classroom needs	46
CB	Do As I Do	Teacher	One for the Books	Simple oral problems Counting for classroom needs	67

Readiness Level

SCIENCE

(Biology)					
SD	The Family Likes It	Landscaper	Tree or Flower	Growing plants and their care	184
(Earth and Sky)					
CB	Moving and Changing	Construction Machine Operator	Outdoors	Local weather conditions	42
(Physics)					
DM	As I See It	Commercial Artist	Looking and Seeing	Functions of Shape	90
(Scientific Method)					
DM	As I See It	Commercial Artist	What a Shape	Use of senses to gather data Categorizations	84
DM	As I See It	Commercial Artist	Looking and Seeing	Use of senses to gather data	90
DM	As I See It	Commercial Artist	I Can Guess	Use of senses to gather data Categorizations	100
DM	As I See It	Commercial Artist	Look at Me Again	Textures	104
LS	Specials for Customers	Grocer	That's Why I Do It	Categorizations	158
SD	The Family Likes It	Landscaper	Sizes	Categorizations	176
SD	The Family Likes It	Landscaper	Tree or Flower	Categorizations	184
SD	This Is Home	Homeowner	The Family Cares	Categorizations	224

Readiness Level

SOCIAL STUDIES

<u>Dimension</u>	<u>Infusion Strategy</u>	<u>Occupation</u>	<u>Activity</u>	<u>Subject Matter</u>	<u>Page</u>
(Economics)					
CB	Moving and Changing	Construction Machine Operator	Following Directions	Division of labor in home, school, and community	34
DM	Knowing Where to Go	Fireman	What Is a Goal?	Division of labor in home, school, and community	116
DM	Knowing Where to Go	Fireman	How and Future	Division of labor in a group	128
LS	Specials for Customers	Grocer	They Depend on Me	Differences between goods and services	153
LS	Specials for customers	Grocer	Working to Help	Family needs and wants	163
SD	The Family Likes It	Landscaper	Tree or Flower	Division of labor in a family	94
SD	This Is Home	Homemaker	I'm Hungry	Differences between goods and services	200
SD	This Is Home	Homemaker	The Family Cares	Division of labor in home	224
(Geography)					
DM	Knowing Where to Go	Fireman	How to Get to the Fire	Map represents surface of the earth. Use of symbols	123
(History)					
CB	Moving and Changing	Construction Machine Operator	Following Directions	Personal memories	34
CB	Moving and Changing	Construction Machine Operator	How Big Is It?	Personal memories	46
(Political Science)					
CB	Moving and Changing	Construction Machine Operator	More Than One Toy	Authority in school and home Classroom and building rules	38
CB	Moving and Changing	Construction Machine Operator	Outdoors	Classroom and building rules Authority in school and home	42
CB	Moving and Changing	Construction Machine Operator	How Big Is It?	Authority in school and home	46
DM	As I See It	Commercial Artist	Look at Me	Authority in school and home	95
DM	As I See It	Commercial Artist	Look at Me Again	Authority in school and home	104
SD	Play Is Work	Athlete	Rules and Penalties	Classroom and building rules	204
(Sociology-Anthropology)					
CB	Moving and Changing	Construction Machine Operator	Outdoors	Individuality and responsibility	42
CB	Moving and Changing	Construction Machine Operator	How Big Is It?	Care of equipment	46
CB	Do As I Do	Teacher	This Is New	Membership in a group Individuality and responsibility	73
DM	As I See It	Commercial Artist	Looking and Seeing	Individuality and responsibility	90
DM	As I See It	Commercial Artist	Look at Me Again	Individuality and responsibility	104
DM	Knowing Where to Go	Fireman	What Is a Goal?	Individuality and responsibility	116
DM	Knowing Where to Go	Fireman	How and Future	Membership in a group	128
DM	Knowing Where to Go	Fireman	I Can Do It Myself	Membership in a group Individuality and responsibility	136
LS	Specials for Customers	Grocer	Because There Are People	Membership in a group	148
LS	Specials for Customers	Grocer	That's Why I Do It	Individuality and responsibility	158
LS	Specials for Customers	Grocer	Working to Help	Individuality and responsibility	163
SD	The Family Likes It	Landscaper	Planning	Membership in a group	180

<u>Dimension</u>	<u>Infection Strategy</u>	<u>Occupation</u>	<u>Activity</u>	<u>Subject Matter</u>	<u>Page</u>
(Sociology-Anthropology Cont'd)					
SD	This Is Home	Homemaker	Pitch In	Membership in a group Individuality and responsibility	214
SD	This Is Home	Homemaker	I'm Hungry	Contact with others is needed.	219

Behaviors Coping Behaviors Coping Behaviors Coping Behaviors

[illegible]

CAREER DEVELOPMENT FOCUS: An individual should learn to cope with authority exercised by others.

OCCUPATIONAL FOCUS: Construction Machine Operator

ACTIVITIES

IN THIS INFUSION STRATEGY

1. Following Directions
2. More Than One Toy
3. Outdoors
4. How Big Is It?



Teacher Goals

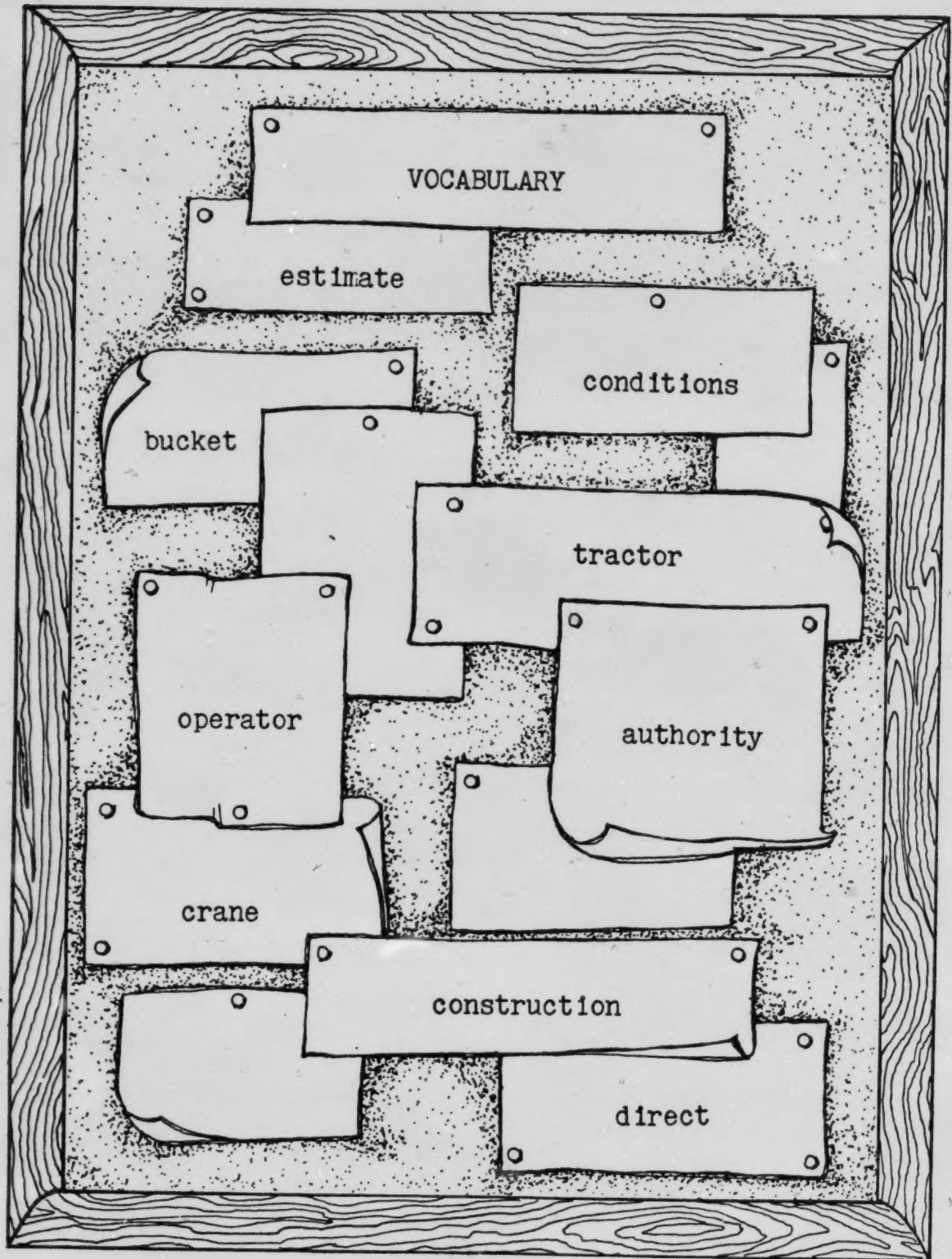
Teacher goals of this strategy combine a Coping Behaviors Dimension subconcept with subconcepts from Attitudes and Appreciations, Career Information, and Educational Awareness, and subject matter concepts for the occupation of the Construction Machine Operator. In this perspective the teacher's goals are to:

Provide an opportunity for children to have the responsibility of authority.

Help children develop an understanding of the need for authority.

Lead children to an understanding that construction machine operators have rules and guidelines to follow.

Set up situations to simulate working conditions of a machine operator.



FOLLOWING DIRECTIONS
Readiness Level Activity

Performance Objectives

Coping Behaviors Dimension

- . . . identify the authority that specified the task to be completed by the construction machine operator.*

Attitudes and Appreciations Dimension

- . . . identify one contribution to society made by a construction machine operator.*

Career Information Dimension

- . . . name one kind of construction machine.*

Subject Matter Concepts

Social Studies

Economics

Division of labor in
home, school, and
community

History

Personal memories

Language Arts

Listening and Speaking

Listening comprehension

Preplanning Suggestions

Story to read aloud about a construction machinery operator
Materials for a vocabulary chart
Pictures of construction machinery
Magazines and catalogs for cut and paste activities

FOLLOWING DIRECTIONS

An individual should learn to cope with authority exercised by others.

Coping Behaviors

Completion of a worthwhile task has value for the worker and for society.

Attitudes and Appreciations

Occupations require the use of specific materials and equipment.

Career Information

Construction machinery operators are usually not self-employed. This means that they must learn to cope with authority of those for whom they work.

Read to children stories about construction workers. The story about the steam shovel operator is familiar to most teachers in early childhood education.

. . . identify the authority that specified the task to be completed by the construction machinery operator. PPO

From stories develop a vocabulary chart with pictures that identify several different kinds of power-driven construction machinery.

. . . identify one contribution to society made by a construction machine operator. PPO

Children are usually able to identify some kinds of machinery because construction and demolition is so widespread.

. . . name one kind of construction machine. PPO

Provide magazines and catalogs which have pictures of the various machines.

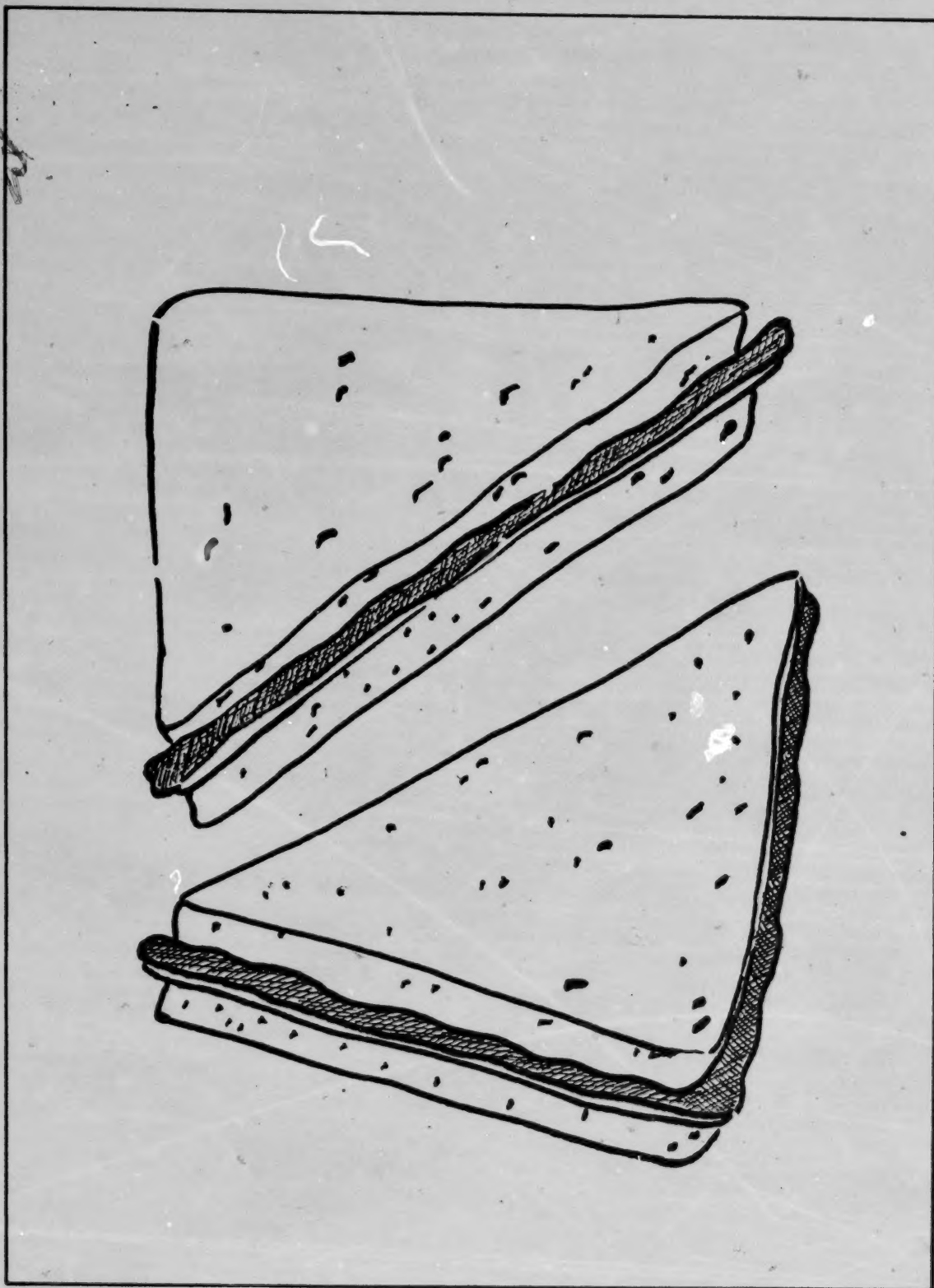
Develop a bulletin board with pictures children have cut out and mounted and children's drawings of construction machines.

The REACT page shows a sandwich. Ask the children to talk about who might have made the sandwich. Lead the discussion into who provides food for each child. Include the wage earner and the person who cooks food. Lead children to explore the idea that the wage earner and the cook are really responding to the authority of the human's need for food. Children need to learn that there are many kinds of authority. The personal direction giver is exercising only one kind of authority.

Discuss how each child goes about asking for special things at home. What happens when a child verbally demands something? How do children recognize when the parent has finally reached the end of tolerance?

CB/Level R/1

"This Is From Us"



MORE THAN ONE TOY
Readiness Level Activity

Performance Objectives

Coping Behaviors Dimension

- . . . give directions to other children in a game.*
- . . . describe and explain the necessity for one kind of obedience on a school field trip.*

Career Information Dimension

- . . . name two situations in which a crane operator is needed.*

Subject Matter Concepts

Social Studies
Political Science
Authority in school and home
Classroom and building rules

Mathematics
Facts and Operations
Counting

Preplanning Suggestions

Stick, string, paper clips, and construction paper
"Fish" (about 5 inches long)
"Fish pond"
Pictures of a crane

MORE THAN ONE TOY

An individual should learn to cope with authority exercised by others.

Coping Behaviors

Occupations require the use of specific materials and equipment.

Career Information

An individual should learn to cope with authority exercised by others.

Coping Behaviors

Construction machinery operators need a variety of skills. One special skill for the crane operator is good eye-hand-foot coordination.

Use any game or activity in which coordination is needed. A simple and familiar game uses a rod, string, and magnet to "fish." The "fish" usually have an attached paper clip to attract the magnet. Emphasis of the activity is learning to cope with the authority of others.

. . . give directions to other children in a game. PPO

As an example of giving directions, one child is "boss;" the other children are workers. The "boss" points to the "fish" the other child is to pick up. A limit is set either in number of tries or in amount of time allowed to "fish." Any other fish caught must be returned to the "pool."

. . . name two situations in which a crane operator is needed. PPO

Show pictures of a crane operator. Help children see the relationship between their game of "fish" and the crane operator's attempt to pick up a specific item. Select pictures of cranes in operation in many different situations such as excavating and moving scrap material.

. . . describe and explain the necessity for one kind of obedience on a school field trip. PPO

Undoubtedly during the year there will be a crane in operation somewhere near the school. Plan a visit to the location where a crane is being used.

Make ample preparation for the field trip. Follow suggestions of the school. Suggestions for field trips appear in other professional materials for this project. Stress the idea of obedience for safety sake in relation to the crane operator on the job and the child on the field trip.

The REACT page shows an excavation site with a sign that says "Keep Away." Discuss with children who might have put up the sign. Why is a sign like this needed at a construction site? Is the sign "Keep Away" something children should respect?

Lead children into talking about when they have had to respect the authority of an absent person. "My mother doesn't want me to play on the way home," is an acknowledgment of authority exercised even though the parent isn't present.

CB/Level R/2

"Keep Away"



OUTDOORS

Readiness Level Activity

Performance Objectives

Coping Behaviors Dimension

- . . . *show by action the ability to cooperate in carrying out a particular classroom activity.*

Career Information Dimension

- . . . *give a reason why outdoor work might be pleasant or unpleasant.*

Subject Matter Concepts

Social Studies
Political Science
Classroom and building
rules
Authority in school and
home
Sociology-Anthropology
Individuality and
responsibility

Science
Earth and Sky
Local weather conditions

Language Arts
Reading Skills
Read labels

Preplanning Suggestions

Play equipment to simulate construction machinery
Materials to make a sign

OUTDOORS

An individual should learn to cope with authority exercised by others.

Coping Behaviors

Construction machinery operators have seasonal work. Most construction work is out-of-doors. Some workers must be mobile. Their work sites change as the location work changes.

The individual worker may find himself working under many different conditions. He must be able to adapt to the job and the authority of the person who is directing the job.

. . . show by action the ability to cooperate in carrying out a particular classroom activity. PPO

Plan an area in the room as a construction site. In the area place equipment children use in pretending they are construction machinery operators. Establish rules for play that are consistent with the ordinary rules of the classroom. Discuss the outdoor nature of construction workers' jobs. With help from the class make a sign to be put on the construction play area.

BAD WEATHER NO WORK TODAY

Develop some agreement with the class about who is to place the sign on the play area. Define when the sign may be used.

You may wish to visit only when weather outdoors is bad. This really creates problems for the class because the days children need to stay indoors they also need a variety of activities. The best solution is to have the sign appear at an unexpected time.

The individual worker determines which aspects of an occupation may be pleasant or unpleasant.

Career Information

... give a reason why outdoor work might be pleasant or unpleasant. PPO

Children must respect the sign. Sometime when the sign is being used, meet with the group to discuss how an outside force affects plans. Have children give experiences from their own lives about plans changed because of weather. You might wish to list such situations.

No picnics
No swimming
No fireworks
No baseball
No play in the park
No golf

Ask children to tell how they feel and what they do when plans are changed. Relate this feeling to the many workers whose jobs are dependent on weather.

WORKERS WHO DEPEND ON WEATHER

Farmer
Construction Worker
Painter
Gardener
Athlete

The REACT page shows a child looking out the window which is covered with raindrops. When the picture is shown ask children how they feel in the same situation. Ask for suggestions for activities which can be substituted for planned outdoor activities.

Encourage children to recall times adults were restless because weather changed the adults' plans.

CB/Level R/3

"What Can I Do?"



HOW BIG IS IT?

Readiness Level Activity

Performance Objectives

Coping Behaviors Dimension

- . . . tell how the size of a crane limits the crane operator's ability to perform a job.*

Career Information Dimension

- . . . identify estimating a load as a skill needed by a crane operator.*
- . . . identify eye-hand coordination as a skill needed by a crane operator.*

Subject Matter Concepts

Mathematics

Measurement

Distinguish heavy-light,
wide-narrow, etc.

Problem Solving

Simple oral problems
Counting for classroom
needs

Social Studies

History

Personal memories

Political Science

Authority in school and
home

Sociology-Anthropology

Care of equipment

Preplanning Suggestions

Bucket or boxes for carrying small blocks or toys
Tweezers, ice tongs, etc. for picking up objects

HOW BIG IS IT?

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

An individual should learn to cope with authority exercised by others.

Coping Behaviors

The operator of a crane needs to estimate proper load size.

. . . identify estimating a load as a skill needed by a crane operator. PPO

The size of the bucket of the crane remains constant. The load to be picked up varies in size and in kind of material to be moved. A load of earth, a pile of bricks, a heavy metal beam, and a stack of scrap metal are examples of the kinds of things to be moved by a crane.

. . . tell how the size of a crane limits the crane operator's ability to perform a job. PPO

A small crane will move smaller loads. The number of loads will increase as size of load decreases.

Plan classroom activity directly related to size of load and number of loads. Each child in the activity is to be a crane. Children involved are to estimate how much they can pick up, carry, and deposit successfully. Make a stack of books, blocks, paper, crayons or any familiar classroom supplies. Have the materials moved to another location in the room. Have different children move the materials. Each time keep track of: (1) the amount of time to move the materials, and (2) number of trips involved.

An entirely different aspect is if the child could move the materials without dropping them. You might decide to pretend the objects to be moved are highly breakable. Any dropped article somehow makes the operator less efficient.

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

Ask children to recall situations when they needed a special physical skill. Riding a two wheeler, learning to tie shoelaces, and using scissors are only a beginning in a long list of things children try to learn at this age level.

Compare the baby learning to feed himself with the crane operator. Can the baby use a spoon to pick up food? Can the baby get the food to it's mouth without any spill?

... identify eye-hand coordination as a skill needed by a crane operator.
PPO

Try to assemble for use in the classroom tweezers, sugar tongs, pliers, meat tongs, ice tongs, and any other similiar household equipment. Put these pieces of equipment in a work area. Have children assemble many different kinds of objects to be picked up.

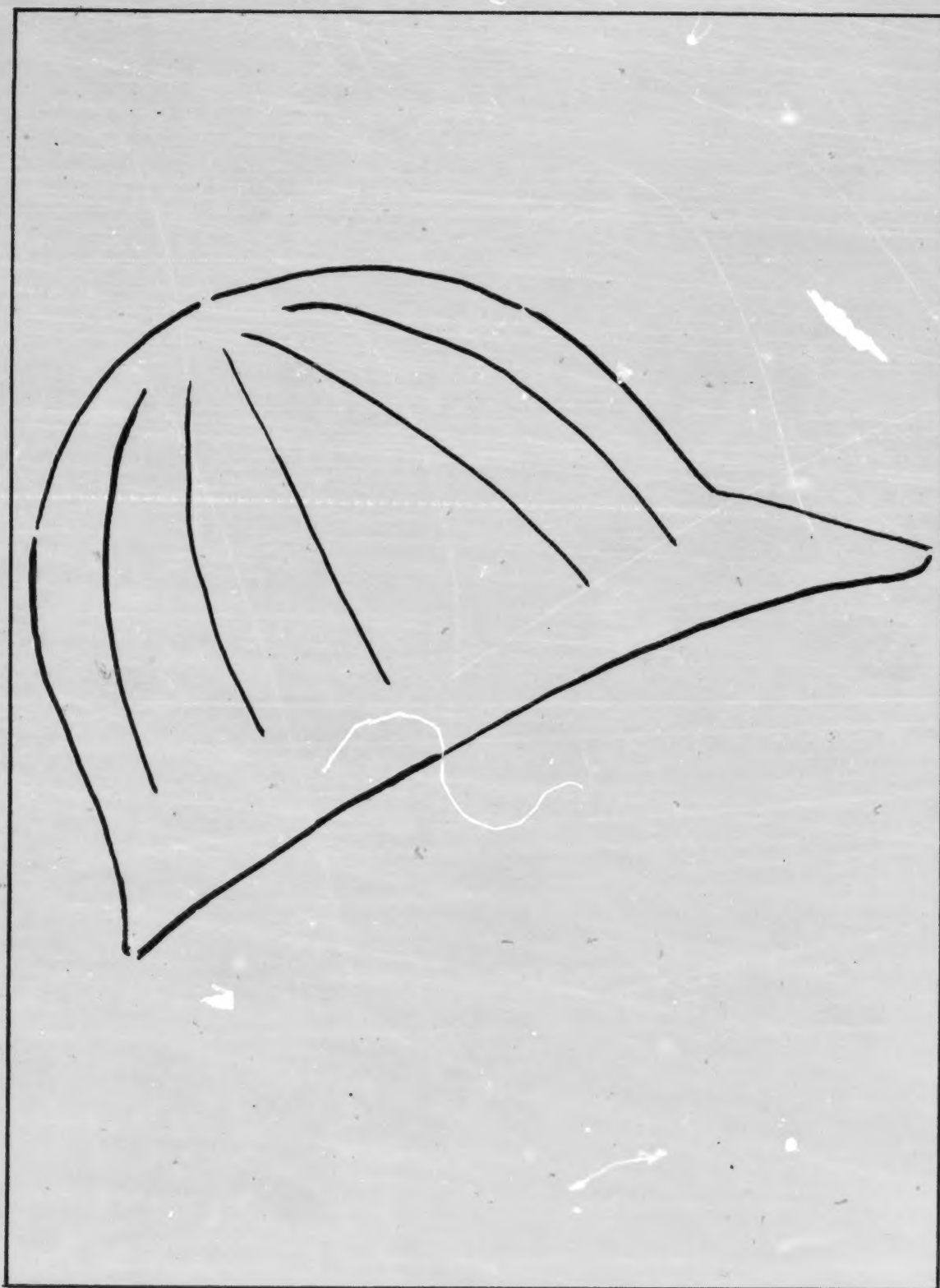
Encourage children to use the tools to pick up the objects. Experience will help their coordination. Help children learn that workers must learn to do their jobs. Compare the child's learning tasks to the workers' learning tasks.

The REACT page has a picture of a hard hat. The construction worker may need to wear special protective clothes on his job. Talk about why the hard hat and other protective clothing is needed.

Ask who probably made the decision that the construction worker needed a hard hat. Help children recognize that authority of others influences most situations. In some cases the authority is a group who are interested in safety of individuals. Could the worker be on the job without the hat?

CB/Level R/4

"I'll Use It"



RELATED MATERIALS

Beginning Responsibility: Learning to Follow Instructions (Film, Color, 11-min.) Coronet Instructional Films, Coronet Building, 65 East South Water Street, Chicago, Illinois 60601, 1970.

Beginning Responsibility: Rules at School (Film, Color, 11-min.) Coronet Instructional Films, Coronet Building, 65 East South Water Street, Chicago, Illinois 60601, 1964.

Big Book of Building and Wrecking Machines, The (Book) George Zaffo. Grosset and Dunlap, Inc., 51 Madison Avenue, New York, New York 10010, 1965.

Build-A-Road Construction Puzzle (Puzzle) Educational Reading Service, 320 Route 17, Mahwah, New Jersey 07430, 1969.

Dickie Builds a Truck (Film, Color, 12-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611, 1967.

Field Trips Out of the Ordinary (Sound Filmstrip) Eye Gate House, Inc., 146-01 Archer Avenue, Jamaica, New York 11435, 1970.

Girls Can Be Anything (Book) Norma Klein. E. P. Dutton and Co., Inc., 201 Park Avenue South, New York, New York 10003, 1973.

Kingdom of Could Be You, The: Careers in Construction (Film, Color, 4-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611, 1973.

Mike Mulligan and His Steam Shovel (Book) Virginia Lee Burton. Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107, 1939.

Seaport (Film, Color, 17-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611, 1973.

Story of Building a House, The (Filmstrip) Eye Gate House, Inc., 146-01 Archer Avenue, Jamaica, New York 11435, 1970.

What Does Your Dad Do? (Sound Filmstrip) Carlton Films, Box 56, Beloit, Wisconsin 53511, 1971.

CONSTRUCTION MACHINERY OPERATORS

Operating engineers operate and maintain various types of power-driven construction machinery. These machines include power shovels, cranes, derricks, hoists, pile drivers, concrete mixers, paving machines, trench excavators, bulldozers, tractors, and pumps. Operating engineers often are identified by the types of machines they operate or the type of work they perform--for example, craneman, bulldozer operator, derrick operator, or heavy equipment mechanic. These craftsmen have a wide range of skills because they work with many different types of machines--some complex and others relatively simple. The range of skills may be illustrated by describing the work performed by an engineer who operates a crane and one who operates an earth-boring machine.

The crane operator manipulates various pedals and levers to rotate the crane on its chassis and to raise and lower the crane boom and the loadline. The operator also manipulates a number of different attachments to the crane boom for various construction purposes. For example, he manipulates buckets for excavation work; pile drivers to drive steel beams, wood, and concrete piling into the ground; and wrecking balls for demolition work. Good eye-hand-foot coordination, skill in precision handling of heavy equipment, and judgment in estimating proper load size are among the essential aptitudes needed to do the crane operator's job. In contrast, the operation of earth-boring machines that dig holes for poles or posts is one of the less skilled tasks performed by operating engineers. The operator sets the proper auger (drill) in the spindle, starts the machine, and stops it when the auger has penetrated to the correct depth.

Although the skills required of an operating engineer vary, there is an increasing trend toward more versatility in this field, and an individual who desires steady employment, particularly in construction, should know how to operate several different types of equipment. Operators prefer to work on the more complex types of machines because they are paid higher wage rates for operating such machines.

The majority of operating engineers work on construction projects. Most of the construction machinery operators are employed by contractors engaged in highway, dam, airport, and other large-scale engineering projects. On building projects, they are employed in excavating, grading, landscaping and in hoisting concrete, steel, and other building materials. Others are employed by utility companies, manufacturers, and other business firms that do their own construction work, as well as by state and local public works and highway departments. Relatively few operating engineers are self-employed. Those who are self-employed are usually owner-operators of construction equipment, such as bulldozers, small cranes, and backhoes.

In addition to employment in construction work, operating engineers operate cranes, hoists, and other power-driven machinery in factories and mines. In some cases, the duties of operating engineers in nonconstruction jobs are about the same as those in construction work. For example, operation of a crane to unload cars of coal at a factory is very similar to operation of a crane to unload barges of sand and gravel for a street paving job.

On the other hand, the work of a steel pourer (craneman) in a steel mill differs considerably from that of a crane operator in the construction industry.

Construction machinery operators are employed in every section of the country. Their work, however, may often take them to remote locations where highways and heavy engineering projects, such as dams, are being built.

Most training authorities recommend the completion of a 3-year apprenticeship as the best way to qualify for journeyman status as an operating engineer. Many men having mechanical aptitude, however, enter this occupation by obtaining jobs as oilers (operating engineer's assistants) or as helpers to heavy equipment repairmen. Workers on these jobs gain a knowledge of the machinery, how to keep it in good working order, and how to make repairs. Oilers and helpers must perform their work well and demonstrate initiative before they are given the instruction from experienced operators that is necessary for advancement. They also must demonstrate interest in and ability to learn the correct methods of handling equipment and be able to recognize hazards that must be avoided.

Some men having mechanical experience, such as that obtained from operating farm equipment, may get jobs operating the simpler construction machines. Operating knowledge of a broad range of related equipment and attachments, however, is ordinarily necessary to obtain continuous employment. This all-round knowledge is obtained best through a formal apprenticeship program or by working as an oiler or helper, usually for a much longer period of time than it takes to complete an apprenticeship.

Apprenticeship standards provide training in the operation of each of the following types of equipment: (1) universal equipment (hoists, shovels, cranes, and related equipment), (2) grading and paving equipment, and (3) plant equipment (such as material mixing and crushing machines). These standards also provide for the training of heavy-duty construction machinery repairmen. The apprenticeship program for each training classification consists of at least 6,000 hours (3 years) of on-the-job training. Training is given either by a lead engineer, a journeyman, or a master mechanic. In a typical universal equipment training program, the apprentice learns, among other things, to use, maintain, and handle safely the equipment and tools used in the trade; set grade stakes; and read plans and instructions. He also learns to use welding and cutting equipment and the different types of greases and oils. In addition to on-the-job training, the apprenticeship program includes a minimum of 144 hours a year of related classroom instruction in subjects such as reading of grade plans, elements of electricity, physics, welding, and automotive maintenance.

Apprenticeship applicants generally must be between 18 and 25 and must be physically able to perform the work of the trade. A high school education or its equivalent is required to complete satisfactorily the related theoretical instruction. Applicants also must demonstrate the ability and aptitude necessary to master the rudiments of the trade.

The rapid rise in employment of operating engineers will occur mainly because of the anticipated growth in construction activity. The growing

volume of highway construction, resulting from the federal government's long-range multibillion dollar highway development program, will be especially important in providing thousands of job opportunities for operating engineers. Job opportunities also will result from the need to maintain and repair the nation's expanding highway system.

The trend toward the increasing use of construction machinery shows every indication of continuing. More specialized and more complex machines, particularly those used in earth-moving, as well as smaller machines suitable for small construction projects, are being developed continually and are expected to be used to a greater extent. The increasing mechanization of materials movement in factories and mines also should result in growing employment of operating engineers outside of construction.

Technological improvements are expected to limit somewhat the growth in employment of construction machinery operators. For example, the increased size, speed, mobility, and durability of construction machines has expanded operators' work efficiency. Mobile truck cranes are now in use that can lift 125 tons to a height of 330 feet (equivalent to a 33-story building). These mobile cranes can travel over highways at speeds up to 35 m.p.h. Scrapers are in use that can scoop up and carry from 75 to 150 tons of dirt in one load. Earth-moving machines now move many times the amount of material that could be moved by the largest machine in use a few years ago. Redesign of equipment has reduced breakdowns and improved maintenance efficiency.

In addition to improvements in conventional machinery, many types of laborsaving equipment developed in recent years are expected to gain widespread use in the next decade. Frequently, these machines combine the functions of several conventional machines. One example is the slipform paver that spreads, vibrates, forms, and finishes concrete paving in one continuous operation. The slipform paver replaces at least four other machines formerly used in concrete paving. A pipelaying machine digs a trench, lowers the pipe into the trench, and fills the trench after the pipes are connected. In addition, electronic controls on construction equipment are being used increasingly. For example, the use of electronic grade controls on highway paving equipment results in smoother pavements and greater efficiency of the paving operation.

The operating engineer's work is performed outdoors; consequently, he usually works steadily during the warmer months and experiences slow periods during the colder months. The work is active and sometimes strenuous. The operation of some machines, particularly bulldozers and some types of scrapers, is physically tiring because the constant movement of the machine shakes or jolts the operator.

A large proportion of operating engineers are members of the International Union of Operating Engineers.

Adapted from: Occupational Outlook Handbook, 1970-71 edition.
U. S. Department of Labor, Washington, D. C.
pp. 392-395.

Behaviors Coping Behaviors Coping Behaviors Coping Behaviors Coping Behaviors

[illegible]

CAREER DEVELOPMENT FOCUS: Different skills are required for different tasks.

OCCUPATIONAL FOCUS: Teacher

ACTIVITIES

IN THIS INFUSION STRATEGY

1. What Does the Teacher Do?
2. Read the Story
3. One For the Books
4. This Is New



Teacher Goals

Teacher goals of this strategy combine a Coping Behaviors Dimension subconcept with subconcepts from Attitudes and Appreciations, Career Information, and Educational Awareness, and subject matter concepts for the occupation of Teacher. In this perspective the teacher's goals are to:

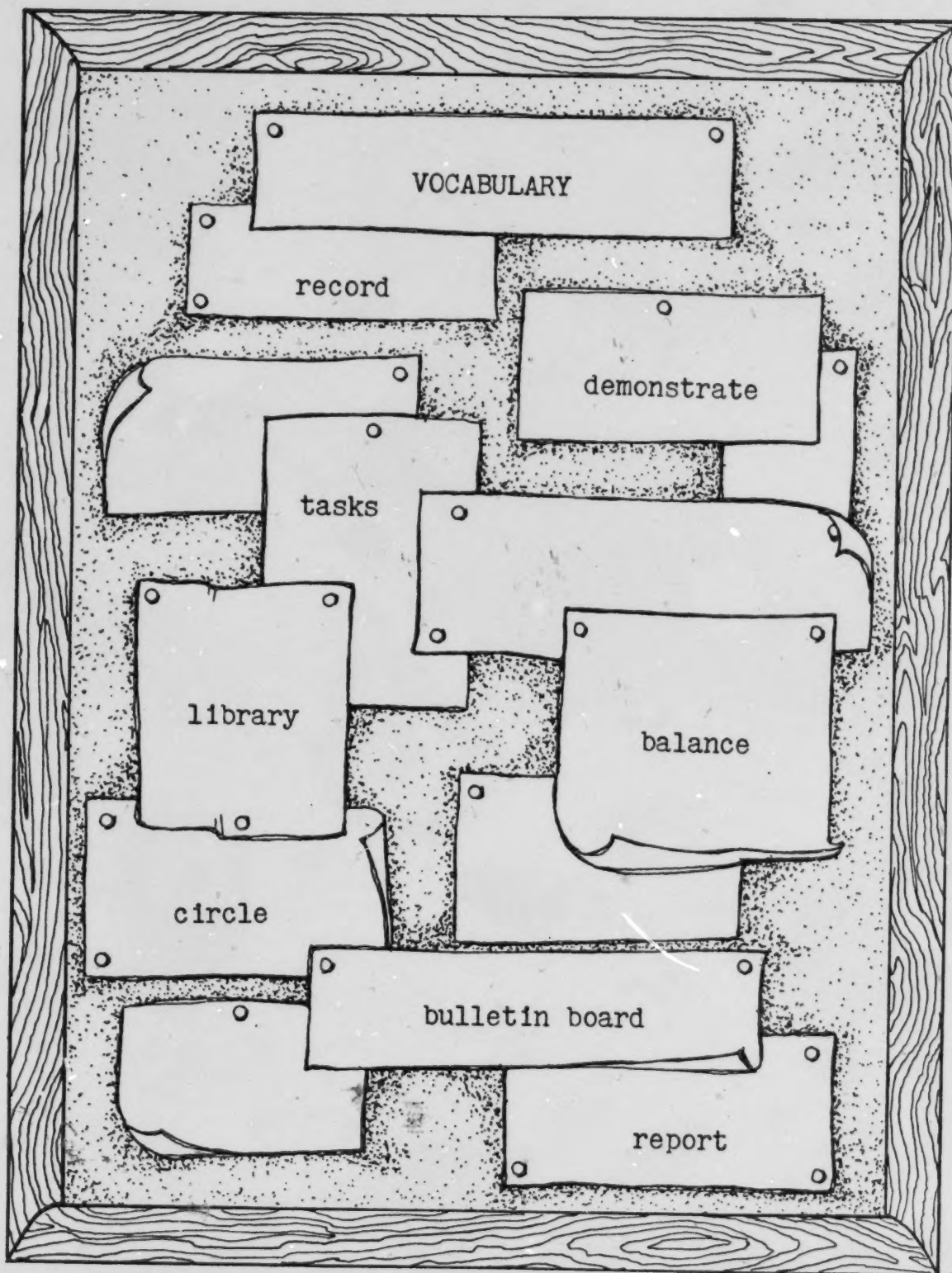
Provide opportunities for children to take part in teacher tasks.

Offer activities in which children can identify a skill or knowledge.

Plan situations in which children will use old skills in new ways.

Develop challenging situations which give children a chance to practice skills.

Direct attention to the variety of skills used in daily life.



WHAT DOES THE TEACHER DO?

Readiness Level Activity

Performance Objectives

Coping Behaviors Dimension

- ... name two different tasks at home that require the use of one particular skill.*

Educational Awareness Dimension

- ... identify two adults who have different levels of ability in the same skill or knowledge area.*

Subject Matter Concepts

Language Arts

Reading

Left-to-right orientation

Letter name knowledge

Writing Skills

Print own name, simple words

Preplanning Suggestions

Chart paper and materials for recording writing charts

Materials for school tasks, such as painting supplies, library books, or any other child-oriented materials used in the classroom

Materials for preparing a bulletin board by the class

Materials for making labels for children's work

WHAT DOES THE TEACHER DO?

Different skills are required for different tasks.

Coping Behaviors

Introduce the idea of different skills for different tasks by helping children identify tasks they have at school and at home. Tasks include all activities in which children take part. Eating, watching television, and playing are all to be considered as tasks.

Record tasks at school in a chart form. Help children recognize left-to-right movement of writing used in reading the names of tasks.

... name two different tasks at home that require the use of one particular skill. PPO

Have children select a task; then dramatize the actions. Have children identify the skills used in the task.

Painting includes putting on a paint apron, dipping brushes in paint, applying paint where it is wanted, and making a picture. Help children relate these skills to other tasks. Putting on a paint smock is really dressing oneself. Applying paint is a hand-eye coordination skill used in many activities.

Look for the gross identifiable skills. Holding the brush could include bending fingers properly and balancing the brush in the hand. These need not and probably should not be identified; however, some children may be able to trace skills to fundamentals. Recognize any individuals who have these understandings and work with them individually.

Ask children to make a list of tasks the teacher performs. Record the list for your own information. Children identify some tasks as the teacher's which, because of ease of doing, really could be shared with children. Tasks such as separating beans from macaroni

Learning achievement depends upon effort and ability.

Educational Awareness

could be too difficult for children in the sense that it is too time consuming and tedious.

Several teacher tasks have been selected for development in this strategy. They may be similar to those in your class.

Getting things ready was one suggested task. Preparing a bulletin board has been used as the activity.

Plan with children a bulletin board display of children's pictures. Discuss what is needed for the bulletin board other than pictures. Record what children suggest is needed for the bulletin board.

1. Cut out letters for the title.
2. Mount children's pictures.
3. Write children's names for identifying pictures.
4. Put things on the bulletin board.

... identify two adults who have different levels of ability in the same skill or knowledge area. PPO

Develop each of the activities at a different time with children's assistance.

Point out skills used and help children recognize that five year olds are still developing the skills and are not expected to do as well as an adult. Develop the idea of practice as one way to learn or develop a skill. Emphasize persistence as a quality related to growth in ability to accomplish a task.

Making lettering includes the skill of drawing the letters or tracing around patterns and cutting out the letters. The skill of spelling is also needed but might be ignored in this situation. Lettering uses the eye-hand coordination skills which are not usually well developed at this age.

Mounting pictures includes skill and knowledge in selecting appropriate colors and sizes and pasting the picture and the mounting together. One-to-one matching and making mountings the correct size are other tasks that require specific knowledge or skill.

Printing children's names on labels uses skills of reading and writing. The infinite number of skills used in reading cannot be pointed out to children at this time. Writing requires hand-eye coordination skills in addition to some types of reading skills.

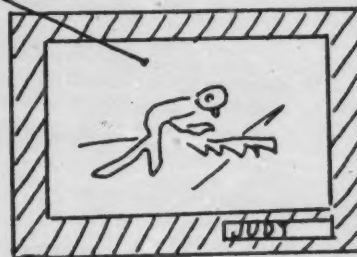
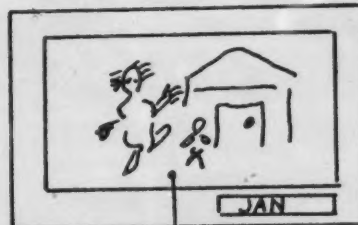
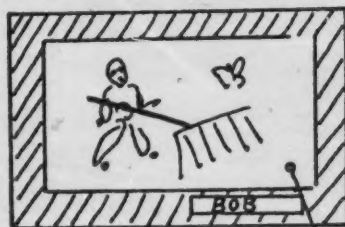
Putting the items on the bulletin board includes planning placement. A sketch could be made to show the class how to plan the design. Other skills are selecting the items correctly and actually securing the items on the bulletin board. When the board is completed, review all the tasks involved and the different skills or knowledge needed for each task.

The REACT page is a picture of a bulletin board. Ask the class to discuss the variety of skills or knowledge involved in planning and making the bulletin board.

CB/Level R/5

"How To Do This"

WORK



READ THE STORY

Readiness Level Activity

Performance Objectives

Coping Behaviors Dimension

- . . . *discuss what skill may be important to the task of selecting and reading aloud a book.*
- . . . *describe how to learn to show pictures that accompany a record or a story.*

Educational Awareness Dimension

- . . . *name at least one worker other than a teacher who might choose a book to read aloud.*

Subject Matter Concepts

Language Arts
Reading
 Picture reading
Listening and Speaking
 Listening comprehension

Preplanning Suggestions

Read aloud library books.
Materials for making a chart story
Visit to a library to choose books (Room or school libraries are suggested.)
Clock or timer

READ THE STORY

Different skills are required for different tasks.

Coping Behaviors

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

Teachers read to children as part of every day's activity. Focus attention on selecting the book and reading aloud.

Children cannot be expected to identify the skills involved in reading. If the situation is "right," the teacher can identify left-to-right progression, recognizing sounds of letters, understanding, giving meaning to a group of letters called a word, or any other of the many reading skills.

. . . discuss what skill may be important to the task of selecting and reading aloud a book. PPO

To develop recognition of skills needed for selecting a book, present the problem to the group. What skill does the teacher need in order to read aloud to the class? Record or itemize in some way the variety of tasks and skills. Children will be able to identify with smaller units which make up selecting a book.

The book must be selected. The reason for selecting a book is related to on-going class activities or for entertainment. The skill would be knowing how to find a book related to the subject or finding where a certain book is. Reading aloud obviously implies knowing all the silent reading skills. Less easily recognized skills are using your voice for interpretation and telling time to know how long it will take to read the book.

. . . name at least one worker other than a teacher who might choose a book to read aloud. PPO

Ask children to identify other workers who might be expected to choose books

Different skills are required
for different tasks.

Coping Behaviors

for reading aloud. Actual reading to the class also involves skill in showing pictures at the correct times and so all children can see them. Keeping children's attention can be mentioned as a separate skill.

Have children identify a topic for a book. Either take the class to a library or show them how to find a book or story in a collection. Read the story to the class at an unaccustomed story time. Call attention to the time before starting and after completing the reading. Discuss how to know when to start the story if it is to be re-read during a regular "read aloud" time. Reread the story on a later day indicating that the group had identified how long the story would take.

*... describe how to learn to
show pictures that accompany a
record or story. PPO*

Have children show pictures which accompany records to learn about the skill of showing pictures as the story is read. Elicit from children how they have learned to do this. Some children will have had previous experience; others will have learned by observation. Any explanation will have as the basic ingredient the ability to listen.

The REACT page is a picture of an adult reading to a child. Elicit from children what has happened before this picture, what is happening now, and what may happen next.

CB/Level R/6

"Tell About It"



ONE FOR THE BOOKS

Readiness Level Activity

Performance Objectives

Coping Behaviors Dimension

- . . . identify a teacher as a person who knows how to keep efficient records.*

Attitudes and Appreciations Dimension

- . . . explain how keeping supplies available is of value to other individuals.*
- . . . describe keeping supplies available for class work as a responsibility of the teacher.*

Educational Awareness Dimension

- . . . identify ability to count and keep records as helpful to the teacher.*

Subject Matter Concepts

Language Arts

Writing Skills

Word labels for objects in room

Mathematics

Problem Solving

Counting for classroom needs

Measurement

Calendar

Preplanning Suggestions

Teacher and school report forms: attendance, bus list, etc.
Materials to keep a record of the use of school supplies such as colored construction paper used in the room, etc.
Calendars or lists of holidays
List of children's birthdays

ONE FOR THE BOOKS

Different skills are required for different tasks.

Coping Behaviors

Completion of a worthwhile task has value for the worker and for society.

Attitudes and Appreciations

Work involves the acceptance of responsibility for a task.

Attitudes and Appreciations

Children are aware that teachers work at a desk and have records to keep.

. . . identify a teacher as a person who knows how to keep efficient records. PPO

The attendance record, milk record, and bus record are daily records and are probably planned with children.

Look for a different kind of report that can be adapted to use with children.

This strategy is selected to illustrate keeping a record of colored construction paper in the room. The record is kept in order to know how much to use, what colors are used most, and how much to order at the next order period.

. . . explain how keeping supplies available is of value to other individuals. PPO

Ask children what happens to their activities at home or school when supplies are missing. Cereal or bread are probably used daily by most children. Have children tell how their parent knows when supplies are low. Ask how the items are secured if the family has run out of the item.

. . . describe keeping supplies available for class work as a responsibility of the teacher. PPO

Point out that schools usually do not allow teachers the money to go to a store to buy what is needed. Rather,

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

teachers must plan ahead for a year to estimate what will be needed. The skills and knowledge needed for keeping supplies on hand need to be identified.

Lead children to figure out some of the things that the teacher needs to know before ordering construction paper.

1. How many children?
2. Is paper a holiday color?
3. Is the paper a color most children like?
4. Is the color one that is used often as a background color?

Take tasks one at a time to identify skills. Children can count the number of class members. The skills of counting and reading names are involved.

Study the calendar to look for holidays that occur during the school year. Record the holidays and colors associated with them. Halloween calls for black, orange, and yellow. Christmas decorations use red and green. Valentine's Day needs red, pink, and white paper.

Skills involved are using a calendar and identifying holidays. A different kind of knowledge is knowing what colors are associated with each holiday.

... identify ability to count and keep records as helpful to the teacher. PPO

Display the colored paper on hand. If it is convenient, have paper where the class can count full packages and count or estimate the number of loose sheets.

It may be more suitable to select one or two colors for the class to inventory. Make a chart with the color and amount of the paper. Keep a running inventory as paper is used. Date the chart and use samples of paper rather than the name of the color.

	Packages	Sheets
	2	14
	1	7

Each time paper of a particular color is used change the inventory. Discuss with the class what color paper can be used most frequently. Relate this to the idea of budgeting any commodity or budgeting money.

Try to continue the activity until the end of the school year or until the next ordering period.

Skills include counting, writing, knowing names of colors, and record keeping.

Any simple record keeping can be used. If parent conferences are planned, children can help schedule times and record any changes that occur. Health records pertain to children and are suitable for having children help plan procedures of recording.

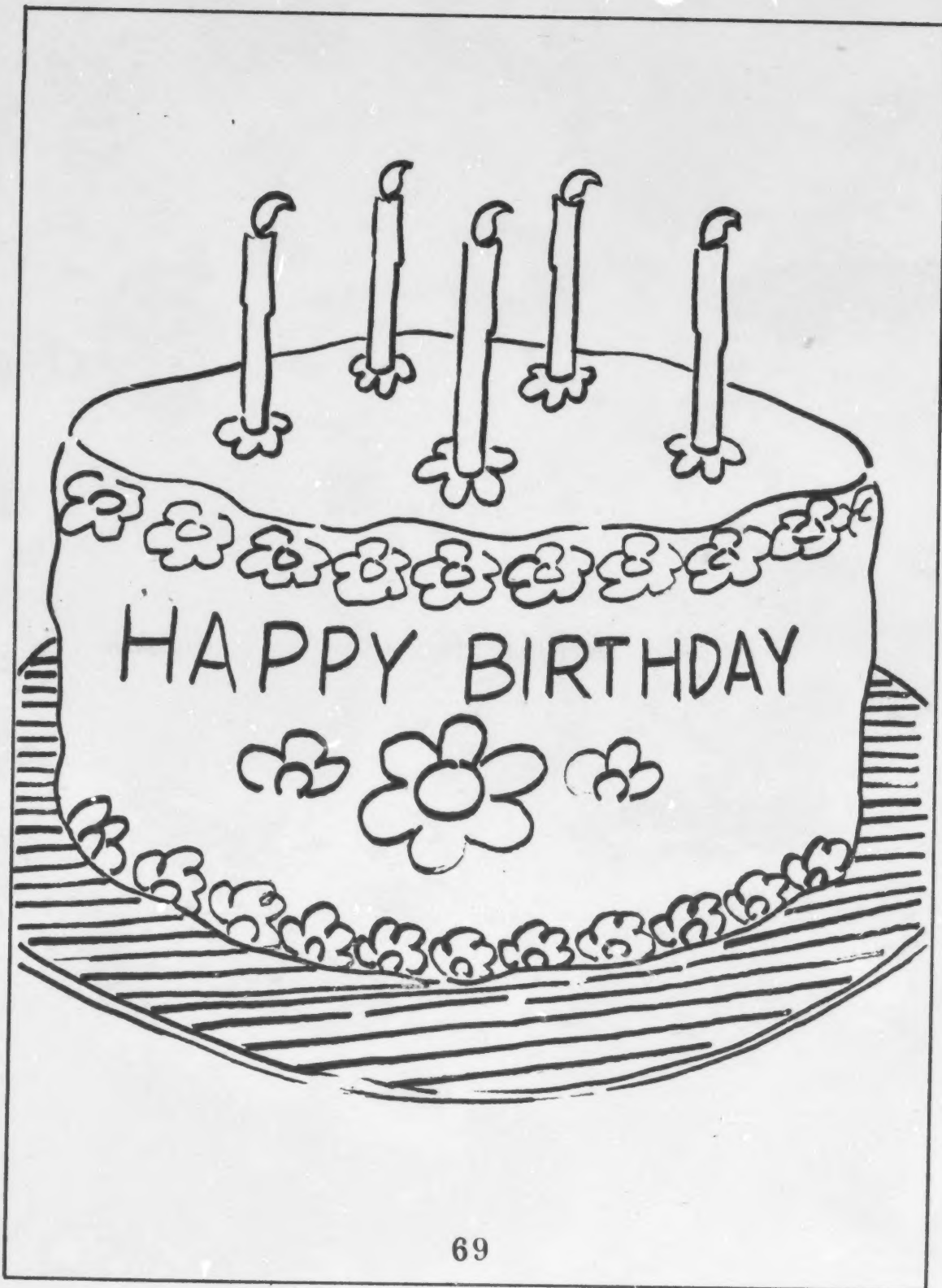
The idea that record keeping requires persistence is of extreme importance.

The picture on the REACT page indicates a type of record that is almost universal. The state requires that births be registered. School entrance is based on chronological age. Contribute to the discussion by either suggesting or by eliciting from children all the ways that birthdate is used in our society.

Further activities can be developed by visits to the place a birth is recorded or by looking at birth certificates and related activities.

CB/Level R/7

"This Is a Record"



69

THIS IS NEW
Readiness Level Activity

Performance Objectives

Coping Behaviors Dimension

- . . . *participate in a game which requires varying types of body movements.*
- . . . *identify teaching physical activities as one of a teacher's skills.*

Career Information Dimension

- . . . *describe three personal characteristics needed by a teacher.*

Educational Awareness Dimension

- . . . *tell how continued effort and practice helped develop a physical skill.*

Subject Matter Concepts

Social Studies
Sociology-Anthropology
Membership in a group
Individuality and responsibility

Preplanning Suggestions

Select an active game new to most children.
Materials for making lists or charts of skills

THIS IS NEW

Different skills are required for different tasks.

Coping Behaviors

Different skills are required for different tasks.

Coping Behaviors

Learning achievement depends upon effort and ability.

Educational Awareness

Occupations require special personal characteristics.

Career Information

Plan to teach a new or different active game to the group. Select a personal favorite that the children haven't learned or look for a game that is new to the teacher and students.

. . . participate in a game which requires varying types of body movements. PPO

Start by analyzing a game children play now. Have children dramatize playing the game. At each change in activity, record the skill. If the game is dodgeball, the skills could be listed as:

Making a circle
Throwing a ball
Jumping
Running

Other skills would be keeping track of turns and watching to see that rules are followed.

. . . identify teaching physical activities as one of a teacher's skills. PPO

When the new game is introduced, have children identify skills the teacher uses in teaching the game.

. . . tell how continued effort and practice helped develop a physical skill. PPO

Ask children to identify skills that are new to them. Let other children who have expertise in the skill help and advise the learners.

. . . describe three personal characteristics needed by a teacher. PPO

Point out that each person often has the opportunity to be a teacher. Discuss personal characteristics a teacher needs. Children will probably identify patience and knowledge about a topic as the two foremost requirements. Lead the discussion into other areas which seem appropriate. Good health, ability to work independently and with others, ability to meet demands of time, and the need for interest in keeping up with research are all facets of teaching that children can understand.

As each characteristic is mentioned, elicit information about a behavior that shows the characteristic. Children can explain using either an adult or a child as an example.

The REACT page pictures a child walking a balance beam. As the picture is shown, ask individual children if they can do this, too. Lead into demonstrating and practicing walking the beam. Discuss where such a skill might be used.

Ask how one learns to walk on a balance beam or a similar piece of equipment.

CB/Level R/8

"Keep Trying"



RELATED MATERIALS

Come With Me to Nursery School (Book) Edith Thacher Hurd. Coward-McCann, Inc.,
200 Madison Avenue, New York, New York 10016, 1970.

Cooperation, Sharing, and Living Together (Multi-Media) Educational Projections
Corporation, 1911 Pickwick Avenue, Glenview, Illinois 60025, 1971.

Field Trips Out of the Ordinary (Sound Filmstrip) Eye Gate House, Inc., 146-01
Archer Avenue, Jamaica, New York 11435, 1970.

I Want To Be (Sound Filmstrip) Carlton Films, Box 56, Beloit, Wisconsin
53511, 1971.

I Want To Be (Books) Childrens Press, Inc., 1224 West Van Buren Street, Chicago,
Illinois 60607, 1969.

Kingdom of Could Be You, The: Careers in Public Services (Film, Color, 4-min.)
Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan
Avenue, Chicago, Illinois 60611, 1973.

Let's Meet the Teacher (Tape) Mincom Division, 3M Company, 3M Center, St. Paul,
Minnesota 55101, 1971.

Little School At Cottonwood Corners, The (Book) Eleanor Schick. Harper and
Row, 49 East 33rd Street, New York, New York 10016, 1965.

School and School Helpers (Pictures and Resource Sheets) David C. Cook Texas
Educational Aids, 4725 Main Street, Houston, Texas 77002, 1970.

There's Nothing to Do, So Let Me Be You (Book) Jean Harton Berg. Westminster
Press, Room 908, Witherspoon Building, Walnut and Juniper Streets,
Philadelphia, Pennsylvania 19107, 1966.

We Go to School (Film) Coronet Instructional Films, Coronet Building, 65 East
South Water Street, Chicago, Illinois 60601, 1970.

TEACHERS

Teaching is the largest of the professions. Men and women are full-time teachers in the nation's elementary schools, secondary schools, and colleges and universities. In addition, thousands teach part time. Among them are many scientists, physicians, accountants, members of other professions, and graduate students. Similarly, large numbers of craftsmen instruct part time in vocational schools. Many other people teach in adult education and recreation programs.

No other profession offers so many employment opportunities for women. Women teachers far outnumber men in kindergarten and elementary schools and hold almost half the teaching positions in secondary (junior and senior high) schools. However, only about one-fourth of all college of all college and university teachers are women.

Kindergarten teachers conduct a program of education for young children. Most frequently, they divide the school day between two different groups, teaching a morning and an afternoon class. Some, however, may work with one group all day. They provide the children with experiences in play, music, art work, stories, and poetry and introduce them to science, numbers, language, and social studies. In a variety of ways, kindergarten teachers help to develop children's curiosity and zeal for learning, as well as to stimulate their ability to think. After school hours, kindergarten teachers may plan the next day's work, prepare the children's school records, confer with parents or professional personnel concerning individual children, participate in teachers' in-service activities, and locate and become familiar with teaching resources.

Elementary school teachers usually work with one group of pupils during the entire school day, teaching several subjects and supervising various activities such as lunch and play periods. In some school systems, however, teachers in the upper elementary grades may teach one or two subjects to several groups of children. Many school systems also employ special teachers to give instruction and to assist classroom teachers in certain subjects such as art, music, physical education, industrial arts, foreign languages, and home-making. Teachers in schools which have only a few students, largely in rural areas, may be required to teach all subjects in several grades. Programed instruction, including teaching machines and "talking typewriters," and the increasing use of teacher aids are new developments that are freeing growing numbers of elementary school and kindergarten teachers from routine duties and allowing them to give more individual attention to their students.

Among the most important personal qualifications for elementary school teaching are an enjoyment and understanding of children. Teachers must be patient and self-disciplined and have high standards of personal conduct. A broad knowledge and appreciation of the arts, sciences, history, and literature also are valuable. Civic, social, and recreational activities of teachers may be influenced, and sometimes are restricted, by the customs and attitudes of their community.

Although the average time spent in the classroom (less than six hours) usually is less than the average work day in most other occupations, the elementary school teacher must spend additional time each day giving individual

help, planning work, preparing instructional materials, developing tests, checking papers, making out reports, and keeping records. Conferences with parents, meetings with school supervisors, and other professional activities also frequently occur after classroom hours.

Secondary school teachers--those employed in junior and senior high schools--usually specialize in a particular subject. They teach several classes every day, either in their main subject, in related subjects, or both. The most frequent combinations are English and history or other social sciences; mathematics and general science; and chemistry and biology or general science. Teachers in some fields, such as home economics, agriculture, commercial subjects, driver education, music, art, and industrial arts, less frequently conduct classes in other subjects. The teaching method may vary from formal lectures to free discussions, depending on the subject and the students' needs and aptitudes. The choice of method usually is left to the teacher.

Besides giving classroom instruction, secondary school teachers plan and develop teaching materials, develop and correct tests, keep records and make out reports, consult with parents, supervise study halls, and perform other duties. The growing use of teaching machines, programmed instruction, and teacher aids relieves the teacher of many routine tasks. Many teachers supervise student activities, such as clubs and social affairs--sometimes after regular school hours. Maintaining good relations with parents and the community is an important aspect of their jobs.

Probably the most important personal qualifications for secondary school teaching are an appreciation and understanding of adolescent children. Patience and self-discipline are desirable traits, as are high standards of personal conduct. In addition to an enthusiasm for the subjects they teach, a broad knowledge and appreciation of the arts, sciences, history, and literature also are desirable. Civic, social, and recreational activities of teachers may be influenced, and sometimes restricted, by the customs and attitudes of their community.

According to a recent survey, the average work week of secondary school teachers is about 46 hours a week, of which $23\frac{1}{2}$ hours are spent in classroom instruction and the remainder in out-of-class instruction and other duties.

All states require that teachers in the public schools have a certificate. Several states require certification for teachers in parochial and other private elementary schools.

Teacher certification in most states also requires professional education courses. Eighteen states require that teachers work toward a fifth year or master's degree within a certain number of years. Some school systems have higher educational requirements than those for state certification.

In nearly all states, certificates are issued by state departments of education on the basis of transcripts of credits and recommendations from approved colleges and universities. Certificates may be issued to teachers from other states if the prescribed programs have been completed at accredited colleges or if the teachers meet the academic and other requirements of the state to which they are applying. Under certain conditions usually related to a shortage of qualified teachers, most states will issue emergency or temporary certificates to partially prepared teachers. However, these certificates must be renewed annually.

All states have certain additional requirements for public school teaching. For example, they may require a health certificate, evidence of citizenship, or an oath of allegiance. The prospective teacher should inquire about the specific requirements of the area in which he plans to work by writing to the state department of education or the superintendent of the local school system.

Most institutions of higher education offer teacher preparation. In a four-year teacher-preparation curriculum, prospective elementary school teachers spend about one-fourth of the time in professional courses--learning about children, the place of the school in the community, and materials and methods of instruction--including student teaching in an actual school situation; the remainder of their time is devoted to liberal arts subjects. Some study of the process of learning and human behavior usually is included.

Since most schools are in session less than twelve months a year, teachers often take courses for professional growth or work at other jobs during the summer. Some school systems, however, are extending the teachers' working year to twelve months, including a one-month vacation in the summer.

Teachers often add to their incomes by teaching in summer school, working as camp and recreational counselors, or doing other work. Some teachers supplement their incomes during the regular school year. They may teach in adult or evening classes, work part-time in business or industry, or write for publication.

Employment in teaching is steady and usually is not affected by changes in business conditions. Tenure provisions protect teachers from arbitrary dismissal. Pension and sick leave plans are common, and a growing number of school systems grant other types of leave with pay. An increasing number of teachers are being represented by professional teacher associations or by unions that bargain collectively for them on wages, hours, and other conditions of employment.

Adapted from: Occupational Outlook Handbook, 1970-71 edition.
U. S. Department of Labor, Washington, D. C.
pp. 196-203.

AS I SEE IT

READINESS LEVEL INFUSION STRATEGY

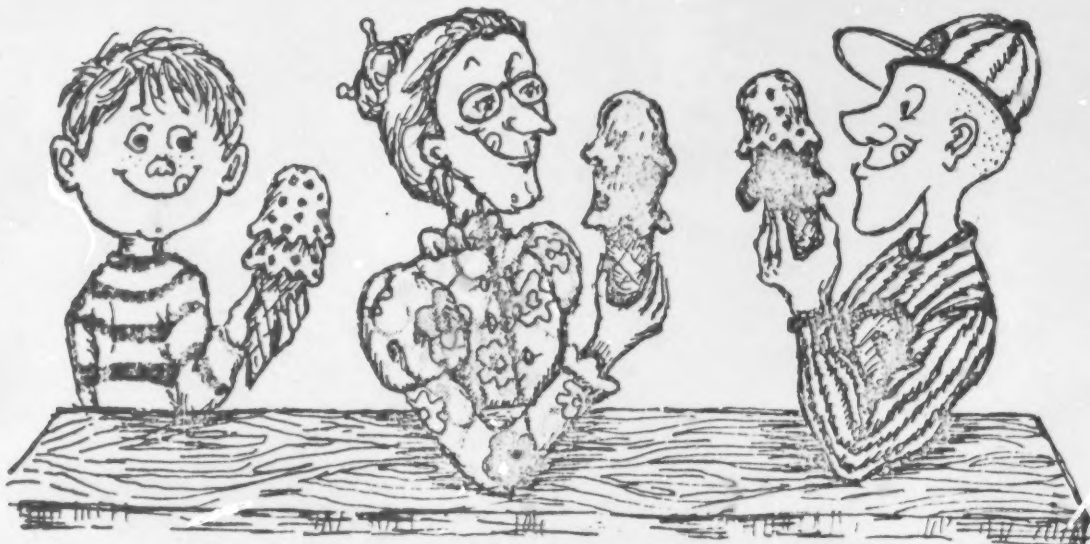
CAREER DEVELOPMENT FOCUS: Choice means "making up one's mind" and there are certain situations where one can make choices.

OCCUPATIONAL FOCUS: Commercial Artist

ACTIVITIES

IN THIS INFUSION STRATEGY

1. What a Shape
2. Looking and Seeing
3. Look At Me
4. I Can Guess
5. Look At Me Again



Teacher Goals

Teacher goals of this strategy combine a Decision Making Dimension subconcept with subconcepts from Attitudes and Appreciations, Career Information, and Educational Awareness, and subject matter concepts for the occupation of Commercial Artist. In this perspective the teacher's goals are to:

Structure experiences for children to make individual decisions in which divergent thinking is encouraged.

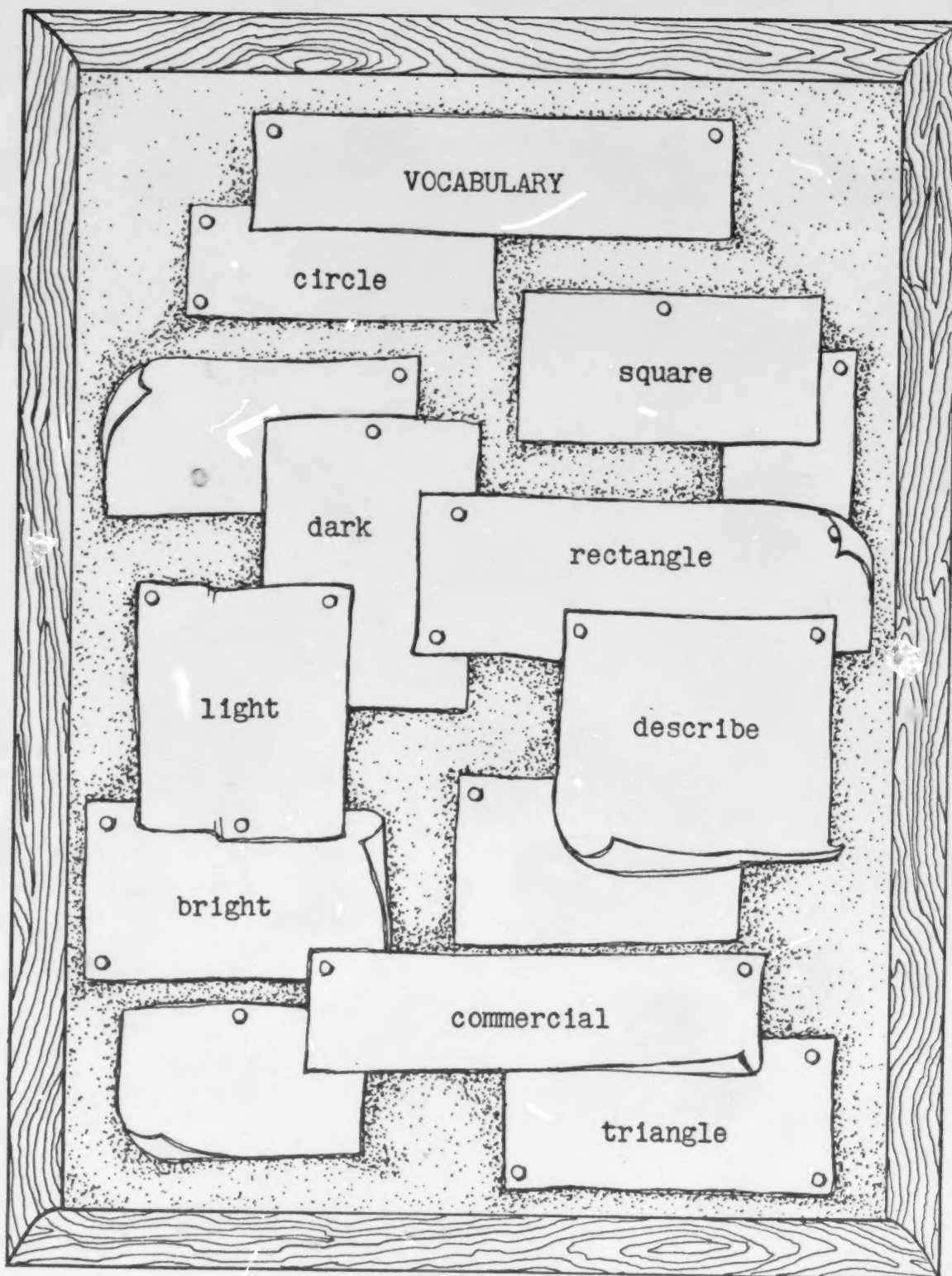
Help children understand that products are packaged or designed to appeal to the user.

Help children realize that a commercial artist must be aware of the world around him.

Lead children to understand the kinds of situations in which divergent or convergent thinking may be used.

Provide experiences which make children aware of the world around them.

Point out the opportunities in daily life for making choices.



WHAT A SHAPE

Readiness Level Activity

Performance Objectives

Decision Making Dimension

- . . . *state a choice available to an individual in teacher-structured situations.*
- . . . *cooperate with classmates in determining how to plan an activity in a teacher-structured situation.*

Attitudes and Appreciations Dimension

- . . . *explain why a school has a time for starting and dismissing.*
- . . . *describe keeping the attendance record as a responsibility to oneself and others.*

Educational Awareness Dimension

- . . . *identify a knowledge used by a commercial artist on his job.*

Subject Matter Concepts

Science

Scientific Method
Use of senses to gather
data
Categorizations

Mathematics

Geometry
Recognition of simple shapes
Facts and Operations
Counting members of a set
Equivalence

Preplanning Suggestions

Bulletin board area children can reach
Square, circle, triangle, or rectangle to use for recording the
name of each child
Box for storing labels
Pins or thumbtacks
Extra shapes for recording attendance totals

WHAT A SHAPE

Most occupations include common expectations, such as punctuality, dependability, and avoidance of excessive absence.

Attitudes and Appreciations

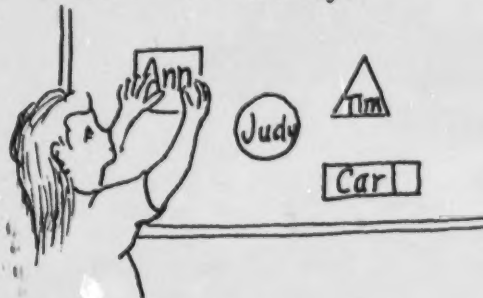
Choice means "making up one's mind" and there are certain situations where one can make choices.

Decision Making

To welcome each child to the classroom on school days, assign an individual activity for which each child must assume responsibility.

... explain why a school has a time for starting and dismissing. PPO

Use a bulletin board area for recording attendances. Each child will have his own name to attach to the bulletin board to show that the child is "present" for that day.



Provide pieces of paper or cloth cut in shapes of squares, circles, triangles, and rectangles.

... state a choice available to an individual in teacher-structured situations. PPO

Let each child select a shape on which his name is to be written. As children select a shape, repeat the child's name and the name of the shape selected: "Judy picked a circle;" "Carl has a rectangle."

The choice of space to be used for the bulletin board may create the need for a whole series of class decisions. The area needs to be low

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

Choice means "making up one's mind" and there are certain situations where one can make choices.

Decision Making

enough for each child to reach. At this age how high one can reach might be a status symbol. Try to design classroom activities to prevent emphasis on any particular physical characteristic.

Help children select a suitable title for the display area. Remind children that the name chosen must be related to the activity. Children might be encouraged to make decisions about color of the background in relation to the colors available for the shapes.

Discuss "contrast," "bright," "go well together," "light," and "dark" in referring to the colors and combinations. Ask children if any particular worker might need to know these kinds of things.

. . . identify a knowledge used by a commercial artist on his job. PPO

As soon as the bulletin board and name tags are completed, meet with the group to place the names on the board.

. . . cooperate with classmates in determining how to plan an activity in a teacher-structured situation. PPO

Ask what should be done if a child is absent. Lead children to decide that name tags should be kept in a box near the bulletin board. Each morning a child will put his own label on the board; if a child is absent, his name label will remain in the box.

Work involves the acceptance of responsibility for a task.

Attitudes and Appreciations

Career-oriented learning may take place in school or out of school.

Educational Awareness

... describe keeping the attendance record as a responsibility to oneself and others. PPO

Point out the need for removing name tags each evening. This can become a classroom task assigned to a child. Discuss what would happen if names were not removed each day. Mathematical possibilities are almost endless. Each child matches his label on a one to one basis.

Counting how many children are present and absent and then counting corresponding labels provides an opportunity for counting and the need for a beginning understanding of addition. Those absent plus those present should total the fall class enrollment. Recognizing shapes and using the correct name should become a matter of habit in the group. Suggest that children form groups according to the shape of their name tag. Record the names of each child in a group and the total number in the group.

Who Chose?

Triangle



Tom, Jan 2

Circle



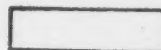
Judy 1

Square



7

Rectangle



8

Lead children to understand that the total number of each group of children should equal the total number of shapes of a particular size.

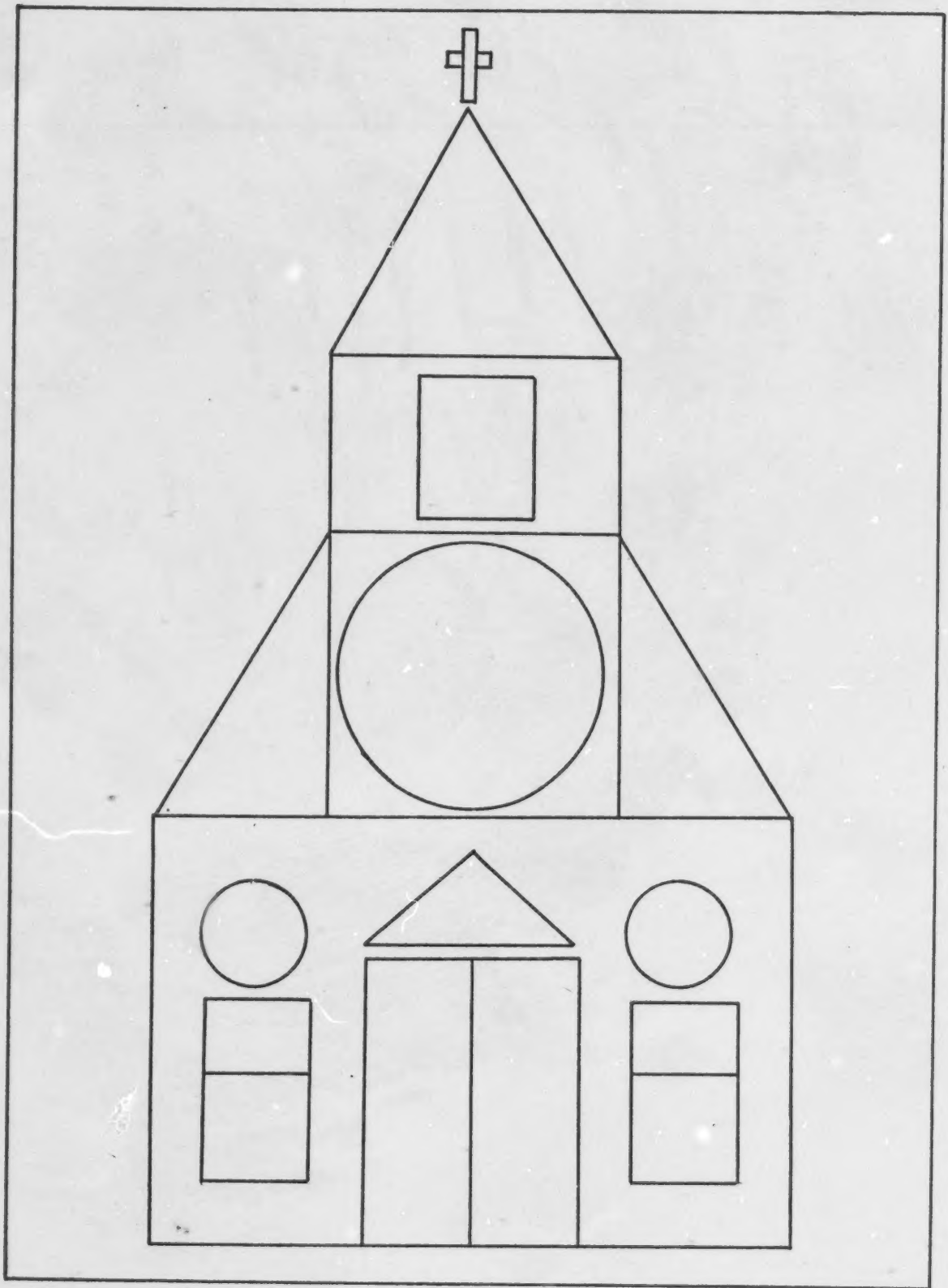
... identify a knowledge used by a commercial artist on his job. PPO

As children learn the shape names, lead into discussions of shapes in the world of nature and the world of man-made things. Help children actually see the world around them. Lead children to really focus attention on what they see.

The REACT page presents shapes used in different ways. Help children identify the object and the shape. Lead children into identifying and designing their own pictures using squares, triangles, rectangles, and circles.

DM/Level R/1

"That Shape Is Right"



LOOKING AND SEEING

Readiness Level Activity

Performance Objectives

Decision Making Dimension

- . . . describe a situation in which an opinion was changed or confirmed.*
- . . . cooperate with one or more classmates to design a package for a product.*

Educational Awareness Dimension

- . . . tell where one learned to identify a specific product.*
- . . . identify one skill needed by a commercial artist.*

Subject Matter Concepts

Science

Scientific Method

Use of senses to gather data

Physics

Functions of shape

Social Studies

Sociology-Anthropology

Individuality and responsibility

Preplanning Suggestions

Assemble a supply of empty containers of familiar products.

(Those in a grocery store play area would be suitable.)

Several sets of identical boxes: shoeboxes, crayon boxes, etc.

A collection of classroom materials to use in playing a matching game (matching object to container)

LOOKING AND SEEING

Career-oriented learning may take place in school or out of school.

Educational Awareness

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

Children need to have experiences in making observations about the world in which they live. Many activities in a child's life may have a relationship that the child has never observed.

. . . tell where one learned to identify a specific product. PPO

Have on display a variety of packages and containers of products familiar to children. Work with large or small groups to develop the activity. Point out the display, then ask one or more children to tell what they see. Acknowledge any comments a child makes. Listen for any reference that indicates that a child has identified a product because of the packaging.

. . . identify one skill needed by a commercial artist. PPO

Compliment the child for being so observant. This type comment usually is enough to lead other children to similar observations. "I like that cereal in the purple box," or "I bought my new shoes in that same kind of box," are remarks which indicate children are looking in a way that associates past experience with the present.

Point out that the designer of the package made it in such a way that the package would be readily associated with the product.

Show objects or packages and encourage children to compare the shape, color, size, and decorations of the package with the same characteristics of the product.

Choice means "making up one's mind" and there are certain situations where one can make choices.

Decision Making

Choice means "making up one's mind" and there are certain situations where one can make choices.

Decision Making

... describe a situation in which an opinion was changed or confirmed. PPO

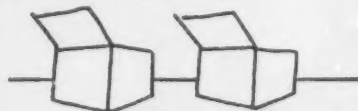
Ask children if they ever look at people and let the outside appearance influence the way they feel about the person. Encourage children to tell what happened to that opinion after a closer relationship developed.

The same attitude often occurs with new foods. A child rejects a food before tasting. Ask children for examples from their own life. Ask if parents insist that a child taste each new food. "Would red mashed potatoes taste as good as white ones?" "Would chocolate milk taste as good if it were blue?" "Would a square hot dog be as good as the shape we know?" Hold up a package. Ask if children like it or if they would make a change. Then select an object for which a child is to design a package.

... cooperate with one or more classmates to design a package for a product. PPO

Ask questions which help children think about making the package suitable to the age of the consumer and appropriate for the use of the product. Compare the child's design with those of similar commercial design. Have materials available for either two or three dimensional designs.

Devise a game in which two identical boxes are shown.



Show also three or four items which could be put in the boxes.



Have one child, "It," leave the group. Have other children put one item in each box and put the unused items out of sight. Call the child who is "It" back to the group. The object of the game is to determine what has been put in each box. Encourage children to lift, shake, and estimate weight before guessing.

Allow about two guesses for each box before stopping the child and having him look in each box.

Call attention to good reasons for guessing. The child who says, "The feather is in it because the box is very light," is reasoning well. "The box is sort of light and has lots of rattles, it must be the crayon," is also good reasoning.

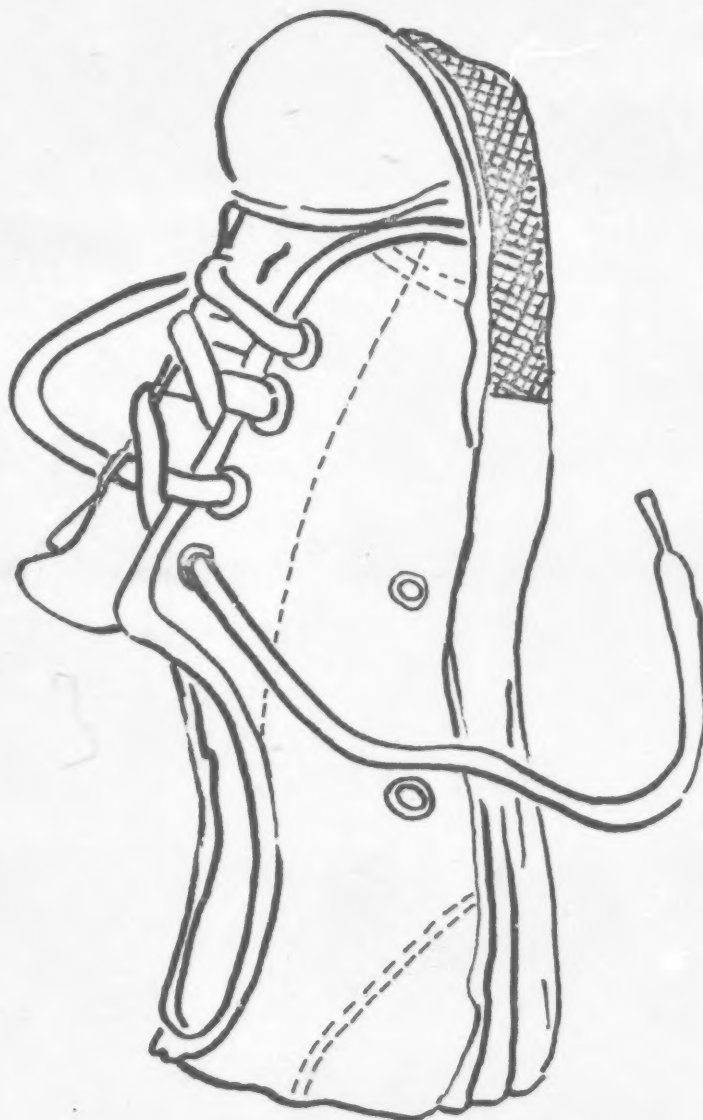
Continue the game varying the objects used.

The REACT page is to stimulate ideas about what appeals to an individual. A second purpose of the page is to introduce the idea of form follows function. This idea has been used in many designs from homes to combs.

Use the page to elicit ideas about appeal of products and practicality of design.

DM/Level R/2

"Does It Fit?"



91

LOOK AT ME

Readiness Level Activity

Performance Objectives

Decision Making Dimension

- . . . *differentiate between choice of clothes to wear from those one has.*
- . . . *describe a preference for an article of clothing, sensitivity or "feeling" for the clothing.*
- . . . *state choices available in teacher-determined activities.*

Career Information Dimension

- . . . *specify clothing appropriate for school.*

Subject Matter Concepts

Language Arts

Reading

Audio and visual discrimination

Social Studies

Political Science

Authority in school and home

Preplanning Suggestions

A place in the room to use as a hiding area for a child
Several media for making pictures by children
Chart materials for recording information about children's pictures

LOOK AT ME

Choice means "making up one's mind" and there are certain situations where one can make choices.

Decision Making

Choice means "making up one's mind" and there are certain situations where one can make choices.

Decision Making

In all suggested activities use classroom routine and supplies normally available. Meet with the group to discover what each child is wearing. Start the activity by selecting one child to accompany you to a place in the room where the child can hide. Return to the group and ask the name of the child who is missing.

After the child is named, ask, "What is she wearing?" Acknowledge each response without pressing for details. When children have described the clothing to their satisfaction, call the hidden child. Point out the major features of her clothing, "A green dress with white dots, white socks, and brown shoes."

Continue the activity choosing several children. Each time a child returns, look for more details in the clothing.

. . . differentiate between choice of clothes to wear from those one has. PPO

At some point, ask a child who decided what he would wear for that day. Lead the discussion into the difference between selecting clothes to wear from among those one owns and selecting clothes to be bought in a store.

. . . describe a preference for an article of clothing, sensitivity or "feeling" for the clothing. PPO

Encourage children to talk about why they chose to wear certain clothes. Lead children into responses such as, "I like blue;" "The soft material feels good;" "I always have a good time when I wear these socks."

Occupations may have certain dress requirements.

Career Information

Choice means "making up one's mind" and there are certain situations where one can make choices.

Decision Making

... specify clothing appropriate for school. PPO

Ask if a parent has designated certain clothing as appropriate for specific activities. Are some clothes for school, others for play, and still others for very special occasions. Elicit reasons children understand if clothing is deemed appropriate or inappropriate.

... state choices available in teacher-determined activities. PPO

Complete the activity by suggesting that each child make a picture showing how she is dressed at that moment. Encourage children to use any media available. Point out to children the choices of media available to them for pictures--paint, crayons, chalk, cut and paste, and any other materials available.

Observe the children to discover how each selects his own activity. Watch for those who change their minds or are undecided as well as those who go directly to the activity.

When the pictures have been completed, meet with the group to show the pictures. Ask each child why he chose the media he used. Accept any response without further questioning.

Display the pictures on a display area familiar to the class. Keep the pictures to be used later. Make a record of what media the child used and record any particularly descriptive reasons for the choice.

The REACT page for this activity is the picture to show and discuss with a child or with a group of children. Lead children to discuss comfort in the articles of clothing the child

in the picture is wearing. Looking for details in pictures is a reading activity. Ask children to find similarities and differences between the clothes in the pictures and their own clothing.

Lead the comments into the area of making choices in clothing and why one would or would not want to have the articles in the picture on the REACT page. Elicit comments about places where the clothing could be worn. Accept any suggestions; the children are representing their own opinions as they have been developed in their family life.

DM/Level R/3

"What I See"



I CAN GUESS

Readiness Level Activity

Performance Objectives

Decision Making Dimension

. . . *describe why more than one of the five senses may be needed to identify an object.*

Educational Awareness Dimension

. . . *name a characteristic which helped identify an object.*

Subject Matter Concepts

Mathematics

Geometry

Recognition of simple
shapes

Science

Scientific Method

Use of senses to gather
data
Categorizations

Language Arts

Grammar and Usage

Uses of language: express
feelings, describe, inquire

Preplanning Suggestions

Objects in a variety of shapes and for a variety of uses

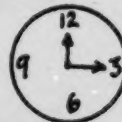
I CAN GUESS

Play a game in which an object is described by shape and color, size and numerical relationships. Choose familiar objects with characteristics that are easily identified. "I see something in this room that is red and has four legs."



A chair

"I am thinking of something round that has two hands and has numerals written on it."



A clock

"What is it that is tall, brown and green in spring and summer and the green changes to other colors in the fall?"



A tree

Choice means "making up one's mind" and there are certain situations where one can make choices.

Decision Making

... describe why more than one of the five senses may be needed to identify an object.
PPO

When size, color, shape, and number characteristics do not provide for identification, add other clues which children will recognize. "I am thinking of something small, white, soft, and round like a can is round." Well, reader, what is it?



... name a characteristic which helped identify an object. PPO

Learning achievement depends upon effort and ability.

Educational Awareness

Discuss the sense that was used when the description was verbal. In each case the child listened, but they imagined texture, size, and other characteristics because of earlier experience.

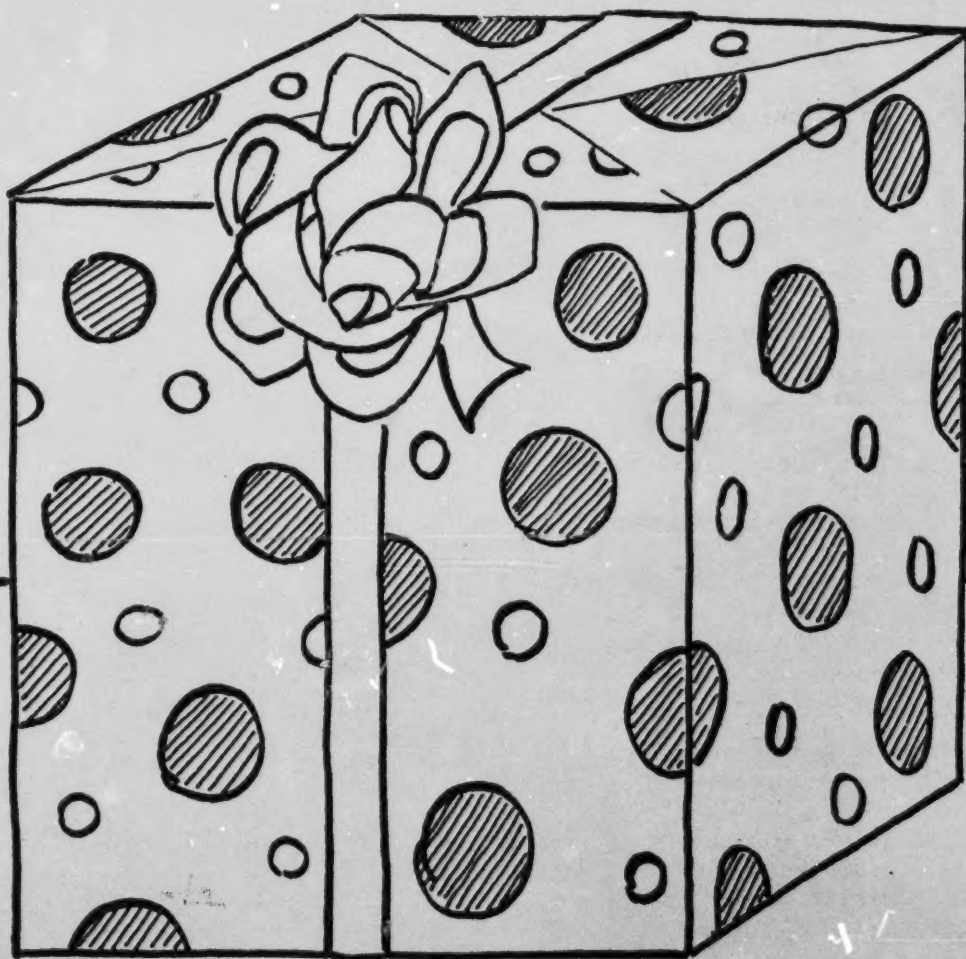
Help children identify certain characteristics that help one classify an object. Comparisons to known objects are frequently used by children to identify or describe something; "It is taller than this house," or "I know it is softer than my teddy bear."

Reader, did you think of a marshmallow?

The REACT page, "Here Is A Clue," presents a box of common cube shapes wrapped as a gift. Elicit as many suggestions as possible for what could be in the box. Help children set up parameters for guessing. Perhaps the box is for an adult on his birthday or a baby that has just been born. In any case help children decide whether or not the contents would be suitable, the right size, and if it is something they would have selected.

DM/Level R/4

"Here Is A Clue"



100

LOOK AT ME AGAIN
Readiness Level Activity

Performance Objectives

Decision Making Dimension

. . . take a situation in which he is permitted to make a choice.

Educational Awareness Dimension

. . . identify where one has learned to use various art media.

. . . describe how one feels toward using a specific art material.

Subject Matter Concepts

Social Studies
Political Science
Authority in school
and home
Sociology-Anthropology
Individuality and
responsibility

Science
Scientific Method
Textures

Preplanning Suggestions

Materials for charts to record media children use in making pictures. (See LOOK AT ME activity to compare with an earlier experience.)

LOOK AT ME AGAIN

Choice means "making up one's mind" and there are certain situations where one can make choices.

Decision Making

Meet with children in a group. Close your eyes and describe clothing one child is wearing. Ask that child to stand. Open your eyes; hope the correct child is standing. If there are more children standing than the one whose clothes you described or if that child has not responded, repeat the description. Help the children understand who it is you are describing.

You may wish to have children play an identification game to focus their attention on details.

Remind children that earlier they have made illustrations of what they were wearing. Suggest they make another picture of themselves showing what they are wearing today.

... take a situation in which he is permitted to make a choice. PPO

When the pictures are completed, have each child show his picture and tell why he chose to use the particular media.

Keep a class record of the media each child chose.

What I Used for a Picture of Myself

Paint	Crayon	Chalk
John Jean	Bob Barb	Joe Jenny

Count the number of children in each category and the names on the chart. Compare the number of names in each category using the terms "less" and "more." "More children used chalk than crayons." "Less children used crayons than chalk."

Career-oriented learning may take place in school or out of school.

Educational Awareness

Learning achievement depends upon effort and ability.

Educational Awareness

Distribute the first set of pictures drawn by the children. Ask children if the media that was used in both pictures is the same or different.

What Media I Used for
Pictures of Myself

<u>Same</u>	<u>Different</u>
Mary	Joe
Jan	Carl
Phil	

. . . identify where one has learned to use various art media. PPO

If possible, have children write their own names. Discuss why children selected the media that was used. Watch for and record responses which indicate: (1) influence of peers, "I like Mary's picture," (2) influence of previous experiences, "I don't like to cut and paste," or "I just like to use crayons," and (3) influence of home, "I don't want to get my shirt dirty," or "Mother likes my paint pictures." By listening to children's reasons, one can understand why behaviors appear.

. . . describe how one feels toward using a specific art material. PPO

Teachers can then help children adjust to situations. Point out that learning at school includes trying things one might not ever have tried before. Learning also includes the practice effect, trying things one does not do well in order to become more skillful.

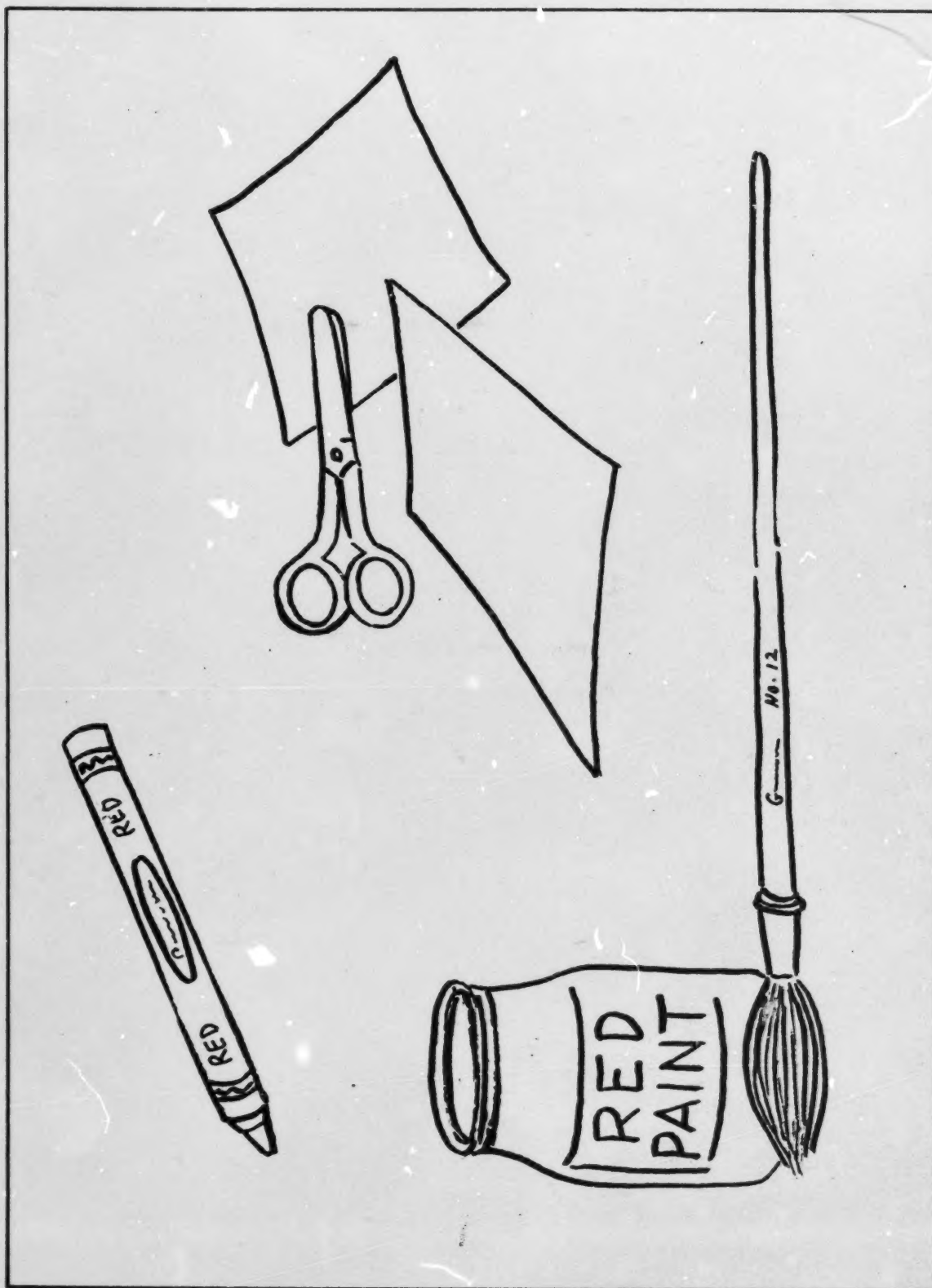
The teacher who works with small children needs to stress that an artist sees the world and communicates

his feelings and understandings
through art.

The REACT page presents a picture
of several art media for children.
Lead children to describe the one
that would be most suitable for a
project they have in mind.

DM/Level R/5

"This Seems Best"



DM/Level R/5

REACT Page

RELATED MATERIALS

Adventures of the Lollipop Dragon (Sound Filmstrip) Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614, 1970.

Come to Work With Us (Books) Sextant Systems, Inc., 3048 North 34th Street, Milwaukee, Wisconsin 53210, 1970.

Feeling Blue (Book) Robert Jay Woolf. Charles Scribner's Sons, 597 Fifth Avenue, New York, New York 10017, 1968.

Ideas, Images and I (Book) Franco, et. al. American Book Company, 300 Pike Street, Cincinnati, Ohio 45202, 1970.

The Kingdom of Could Be You: Careers in Fine Arts (Film, Color, 4-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611.

Paint All Kinds of Pictures (Book) Arnold Spilka. Henry Z. Walck, Inc., 19 Union Square West, New York, New York 10003.

Rainbow of My Own, A (Book) Don Freeman. The Viking Press, Inc., 625 Madison Avenue, New York, New York 10022, 1966.

Start to Draw (Book) Ann Campbell. Franklin Watts, Inc., 565 Lexington Avenue, New York, New York 10022, 1968.

This Is Yellow, This Is Red (Book) Robert Allen. Platt & Munk, 1055 Bronx River Avenue, Bronx, New York 10472.

What Could I Be? (Book) Walter Lifton. Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

COMMERCIAL ARTIST

The art work appearing in newspaper and magazine advertisements, on billboard posters, brochures, catalogs, and television commercials often is created by a team of commercial artists.

In a small office, the art director may perform the layout and board-work himself with the aid of apprentices. In a large office, he may be responsible for developing concepts with the copy writer; setting standards; dealing with clients; and purchasing needed photographs, illustrations, lettering, and other art work from free-lancers or art services.

Much of the advertising artists' work is in creating the concept and art work for a wide variety of promotional items or "collateral material" (including direct mail advertising, booklets, folders, brochures, catalogs, counter displays, etc.) used to supplement newspaper and magazine ads or television and commercials. They also may prepare slides, filmstrips, and other visual aids.

Commercial artists also create the formats of magazines and other publications, designing or laying out the editorial pages and features and producing or purchasing the necessary illustrations or art work. Some commercial artists specialize in fashion illustrations, greeting cards, book illustrations, or in technical drawings for industry.

Most commercial artists are employed as staff artists on a regular salaried basis by advertising agencies, commercial art studios, advertising departments of large companies, printing and publishing firms, textile companies, television and motion picture studios, department stores, sign shops, mail-order houses, greeting card companies, and a variety of other business organizations. Many work as free-lance artists, selling their art work to any available customers--chiefly to the same kinds of organizations that employ salaried artists. Some salaried commercial artists also do free-lance work in their spare time. A number of commercial artists work for Federal Government agencies, principally in the Defense Department. A few teach in art schools on a regular or part-time basis.

Artistic ability and good taste are the most important qualifications for success in the field of commercial art, but it is essential that these qualities be developed by specialized training in the techniques of commercial and applied art. In addition, extensive education in the fine arts--painting, sculpture, or architecture--and in academic studies provides a job foundation for obtaining employment in commercial art and is essential for promotion to higher level jobs.

The most widely accepted training for commercial art is the instruction given in art schools or institutes that specialize in commercial and applied art. To enter art school, a high school education usually, but not always, is required. Some schools admit only those applicants who demonstrate talent by submitting acceptable work samples. The course of study, which may include some academic work, generally takes two or three years, and a certificate is awarded on graduation. A growing number of art schools, particularly those in or connected with universities, require four years or more of study

and confer a bachelor's degree--commonly the bachelor of fine arts (B.F.A.). In these schools, commercial art instruction is supplemented by liberal arts courses, such as English and history. Limited training in commercial art also may be obtained through public vocational high schools, private home-study schools, and practical experience on the job, but supplemental training usually is needed for advancement.

The first year in art school may be devoted primarily to the study of fundamentals--perspective, design, color harmony, composition--and to the use of pencil, crayon, pen and ink, and other art media. Subsequent study, generally more specialized, includes drawing from life, advertising design, graphic design, lettering, typography, illustrations, and other courses in the student's particular field of interest. Artistic judgment, imagination, and ability to visualize ideas on paper are basic requirements for a successful career in commercial art. The various specialties, however, differ in some of the specific abilities required. For example, letterers and retouchers must be able to do precise and detailed work requiring excellent coordination, whereas illustrators and designers need imagination, a distinctive art style, and, in most cases, the ability to draw well. Some experience with photography is useful to those interested in art direction or design. For commercial artists engaged in free-lance work, the ability to sell both ideas and finished work to clients is important. A knowledge of type specifications and printing production is very helpful. Also, a business sense and responsibility in meeting deadlines are assets. Art directors need a strong educational background not only in art and business practices but also in the liberal arts. Advertising art directors require a special kind of creativity--the ability to conceive ideas that will stimulate the sale of the clients' products or services.

Beginning commercial artists usually need some on-the-job training before they can qualify for other than strictly routine work. Advancement is based largely on the individual's artistic talent, creative ability, and education. After considerable experience, many commercial artists leave salaried employment for free-lance work. Most illustrators are free-lancers; many of them have an agent, or artist's representative.

Commercial artists usually assemble their best art work into a folder, or "portfolio," to use in displaying their work. A good portfolio is essential in obtaining initial employment and free-lance assignments as well as in changing jobs.

Employment and advancement opportunities for talented and well-trained commercial artists in most kinds of work are expected to be good through the 1970's. Young people having only average ability and little specialized training, however, will encounter competition for beginning jobs and will have limited opportunity for advancement.

The demand for commercial artists will continue to vary with the kind of specialization. For example, demand for paste-up and mechanical artists is expected to increase but jobs for designers, art directors, and layout men are fewer, much sought after, and open only to experienced, highly talented, and creative artists.

Among the factors underlying an expected slow-increase in employment of commercial artists through the 1970's is the upward trend in business expenditures for all kinds of visual advertising. Demand for television graphics, packaging design, poster and window displays, and greeting cards will create some increase in the employment of commercial artists. In addition, the growing field of industrial design is expected to require the services of more artists who are qualified to perform three dimensional work with engineering concepts.

Women having exceptional artistic talent will continue to find employment in all aspects of commercial art work, but particularly in the textile industry and as fashion illustrators in department stores.

The earnings of free-lance artists have an especially wide range since they are affected by such factors as the nature of the art work he performs, the range of his board skills, the amount of art work he sells, and the price he receives.

Salaried commercial artists generally work thirty-five to forty hours a week, but sometimes they must work additional hours and under a considerable amount of pressure in order to meet deadlines. Free-lance artists usually have irregular working hours.

Adapted from: Occupational Outlook Handbook, 1970-71 edition.
U. S. Department of Labor, Washington, D. C.
pp. 173-175.

KNOWING WHERE TO GO

READINESS LEVEL	INFUSION STRATEGY
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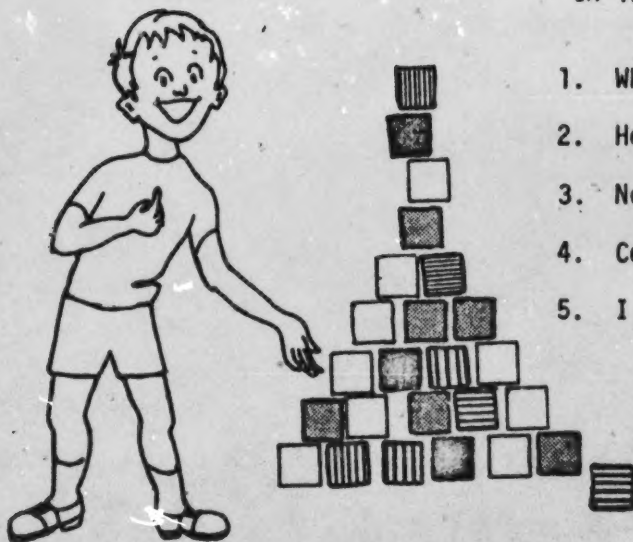
CAREER DEVELOPMENT FOCUS: An individual should recognize what "a goal" is and learn how to set one's own goals.

OCCUPATIONAL FOCUS: Fireperson

ACTIVITIES

IN THIS INFUSION STRATEGY

1. What Is a Goal?
2. How to Get to the Fire
3. Now and Future
4. Comparing Goals
5. I Can Do It Myself



Teacher Goals

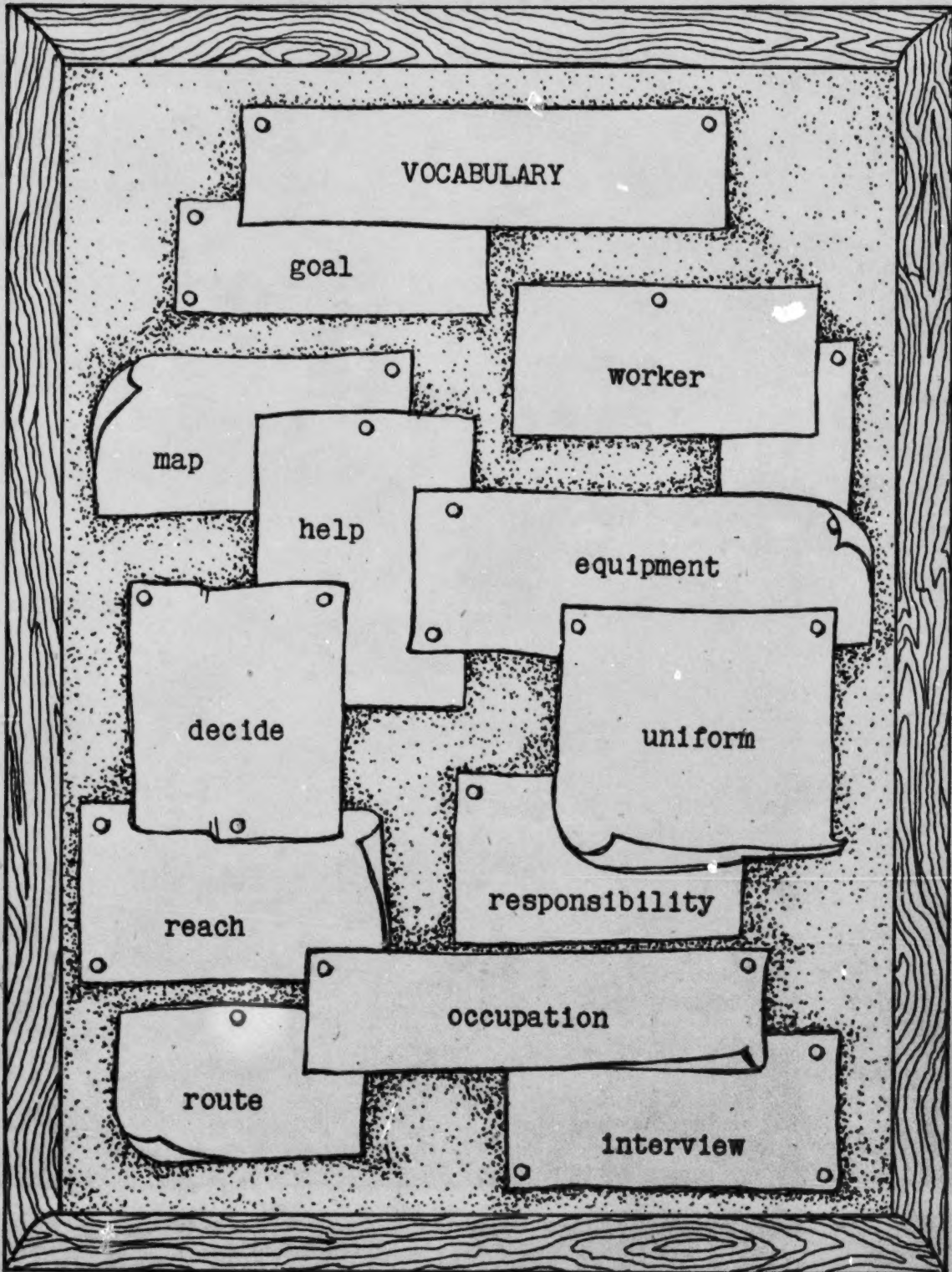
Teacher goals of this strategy combine a Decision Making Dimension subconcept with subconcepts from Attitudes and Appreciations, Career Information, and Educational Awareness, and subject matter concepts for the occupation of Fireman. In this perspective the teacher's goals are to:

Lead children to identify goals of workers that might be different than the obvious ones.

Help children learn that they are workers in the school situation.

Expand pupils' awareness of goals a fireman has.

Help pupils understand a fireman uses many facts in his work.



WHAT IS A GOAL?

Readiness Level Activity

Performance Objectives

Decision Making Dimension

- . . . identify and tell a goal for two workers.*
- . . . explain why selecting a worker to visit the class is a goal.*

Attitudes and Appreciations Dimension

- . . . identify a task one assumed voluntarily.*
- . . . identify asking an assigned question at an interview as a responsibility to others.*

Career Information Dimension

- . . . identify the occupations of two workers in uniform and name one work activity of each.*

Educational Awareness Dimension

- . . . tell where you learned to identify the occupation of each of two workers.*
- . . . give an example of one's own experience when trying to learn did not result in achievement.*

Subject Matter Concepts

Language Arts

Listening and Speaking
Listening comprehension
Reading
Sound-letter relationships

Social Studies

Economics
Division of labor,
home, school, community
Sociology-Anthropology
Individuality and
responsibility

Preplanning Suggestions

A display of workers who wear familiar uniforms--police, sailors, nurses, etc.

Materials for recording chart stories of children

Plan a classroom visit by a worker who wears a uniform familiar to children (the school nurse, cook, janitor).

A tape recorder for the interview

WHAT IS A GOAL?

Occupations may have certain dress requirements.

Career Information

Career-oriented learning may take place in school or out of school.

Educational Awareness

An individual should recognize what a "goal" is and learn how to set one's own goals.

Decision Making

An individual should recognize what a "goal" is and learn how to set one's own goals.

Decision Making

Have available pictures of workers in uniform whose occupations are known to children.

. . . identify the occupations of two workers in uniform and name one work activity of each. PPO

. . . tell where you learned to identify the occupations of each of two workers. PPO

Record the occupation of each worker (fireman, astronaut, policeman, nurse) under or by the picture of the worker.

Children can become aware that a word they say can be recorded in symbols which represent the word and that the symbols, in turn, can be read to make the original word.

. . . identify and tell a goal for two workers. PPO

As each worker is identified by occupation, have children tell what they think is the major goal of work for a person in the occupation.

Suggest to the class having one or more of the workers visit the school.

. . . explain why selecting a worker to visit the class is a goal. PPO

Lead children to understand that their immediate goal is to select one worker they wish to meet.

Learning achievement depends upon effort and ability.

Educational Awareness

Ask for suggestions about how to choose the worker. Select the one most suitable for the group. Continue to help children identify goals in all activities.

After the worker has been selected by the group, discuss things children would like to find out about the worker in the occupation.

. . . give an example of one's own experience when trying to learn did not result in achievement. PPO

Learning a physical skill takes more than willingness. Help children identify the roles of physical readiness and practice in a learning situation.

Help children understand that a verbal response cannot always provide adequate information to the listener.

Tape record a group discussion so that the free interchange remains free. An alternative would be to record each child's remarks.

Try to elicit questions that pertain to the human in the occupation.

Help children understand that by planning questions ahead of time the class is leading to the goal of finding out what they really want to know about the worker.

Explain that you will send the questions to the person to be interviewed to help that person be prepared to answer questions or bring materials.

Post the questions that children have decided upon. Assign a question to a child, explaining that confusion is reduced when each person has a specific responsibility.

Work involves the acceptance
of responsibility for a task.

Attitudes and Appreciations

Work involves the acceptance
of responsibility for a task.

Attitudes and Appreciations

Plan a practice interview so that each child has a chance to become familiar with an interview technique.

To avoid too much confusion about planning and inviting the person to be interviewed, the teacher should assume the responsibility for making arrangements for the interview.

*. . . identify a task one
assumed voluntarily. PPO*

Elicit from children why you are assuming the task. Ask children to give examples of when they have voluntarily assumed a responsibility.

Post information about the time, date, name of person, and any other pertinent information regarding the interview. Stress to the children the importance of knowing the name of the person and that workers also have a personal identity.

*. . . identify asking an assigned
question at an interview as a re-
sponsibility to others. PPO*

At the time of the interview, help children to be successful. Lead children to respect each other's responsibility for assigned roles.

Following the interview have children send either pictures or a class note to thank the person for coming.

The REACT page is to emphasize listening activities. Show the picture to a group of children. Ask children to tell a story about the picture. Several options are available for a story. The scene might be at a fire with the fireman telling the child what to do. The picture might show

an interview at school or at the
fire station. The fireman might be
the child's father returning from
work.

DM/Level R/6

"What Is the Suggestion?"



HOW TO GET TO THE FIRE
Readiness Level Activity

Performance Objectives

Decision Making Dimension

- . . . *explain a map of the classroom by identifying real objects with the symbol on the map.*

Educational Awareness Dimension

- . . . *describe how a picture is a symbol on a map.*

Subject Matter Concepts

Social Studies

Geography

Map represents surface of the earth.

Use of symbols

Preplanning Suggestions

A supply of roadmaps, building maps, maps used in children's games, etc.

Materials to make a classroom map including larger objects

HOW TO GET TO THE FIRE

An individual should recognize what a "goal" is and learn how to set one's own goals.

Decision Making

Recall through a story or class discussion that a goal of the fireman is to get to the scene of the fire quickly and with proper equipment.

For the fireman, getting from the fire station to the fire by going the fastest route is essential. Emphasize that this might not always be the shortest route.

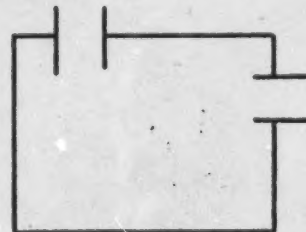
. . . explain a map of the classroom by identifying real objects with the symbol on the map. PPO

Ask children if anyone knows how people learn to go from their home or work station to a new location. Children may suggest asking people, or some children will insist they know every place. Elicit using a map. Remind children of trips that a family has had when maps were used.

Discuss with the class any information they may have. Suggest making a map of the classroom.

Use the floor as a work area so that the directions will be correct. Make the map large enough to include details of the room.

In the classroom show a large simple map of the classroom without any furniture.



Career-oriented learning may take place in school or out of school.

Educational Awareness

Point to any spot on the map and ask a child to trace a line to any exit.

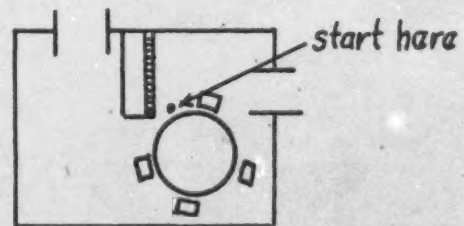
Relate this to a fireman going to a fire if he could drive anywhere without regard to streets.

Elicit the idea that the room has objects that prevent getting directly to an exit. Have children show or name objects which would be obstructions.

On the map of the empty room have the children sketch simple pictures which represent objects in the room. Small objects may be placed on the map rather than using drawings.

... describe how a picture is a symbol on a map. PPO

As different small pictures are placed on the room map, point to a spot and ask a child to trace a line to any exit.



Then place a child in the actual spot in the room to move as suggested.

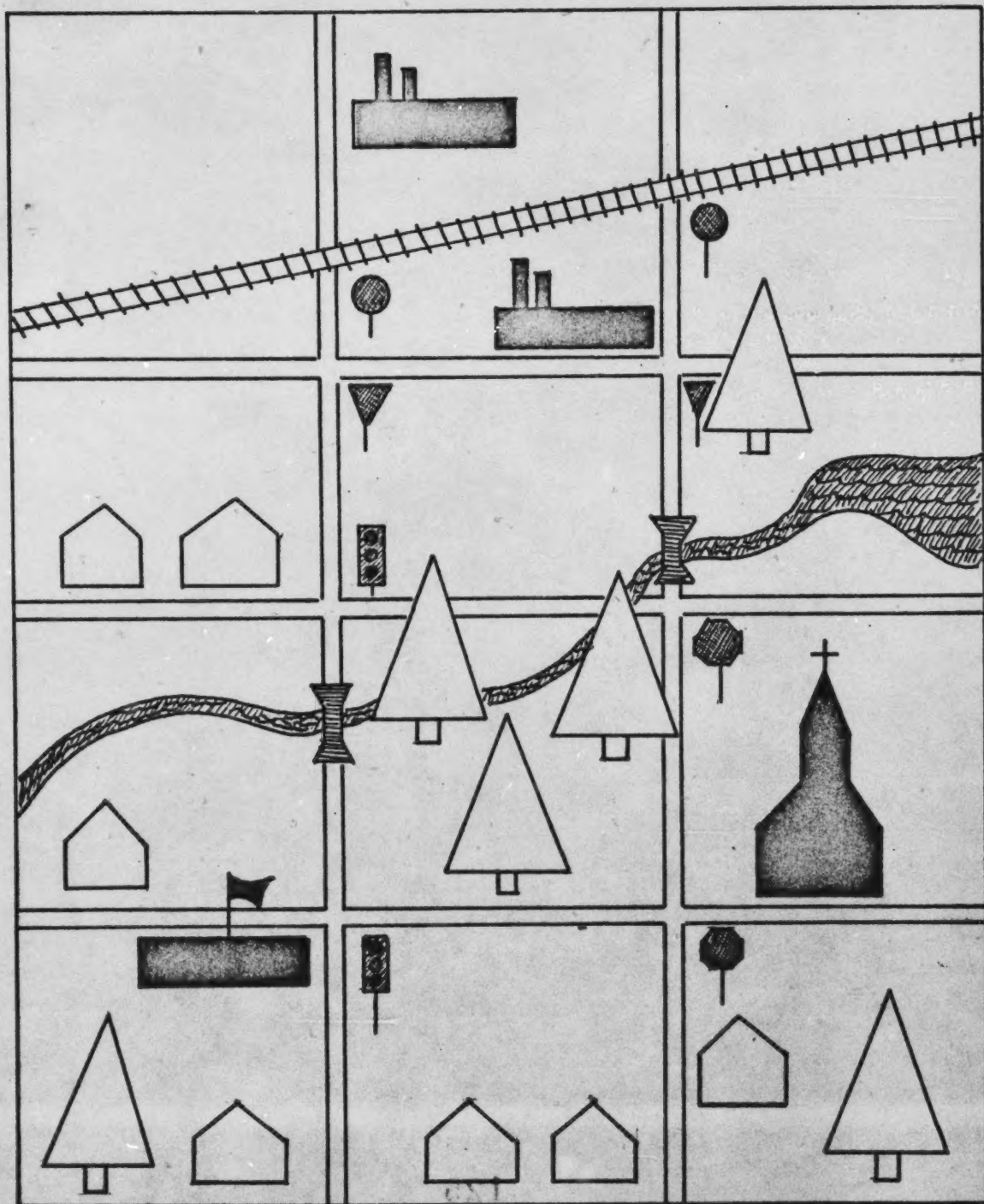
This activity relates to the fireman who must know maps of the community and recognize symbols so that the route chosen to a fire is satisfactory.

The REACT page should be used with one or two children. The map of a

community has symbols which indicate
structures and natural features.
Children are to identify symbols on
the map.

DM/Level R/7

"That's What It Is"



NOW AND FUTURE
Readiness Level Activity

Performance Objectives

Decision Making Dimension

- . . . identify as a "goal" one activity that has become routine for the class.*
- . . . identify one personal goal for a given time period.*
- . . . identify a group goal that the class has reached.*

Attitudes and Appreciations Dimension

- . . . discuss the feeling one has when a task is completed.*

Subject Matter Concepts

Social Studies
Sociology-Anthropology
Membership in a group
Economics
Division of labor in a group

Preplanning Suggestions

Display any materials which are related to the interview of the worker who visited the class.
Plan activities which children can perform as part of the daily class routine.
Calendar
Materials for charts for record keeping

NOW AND FUTURE

An individual should recognize what a "goal" is and learn how to set one's own goals.

Decision Making

An individual should recognize what a "goal" is and learn how to set one's own goals.

Decision Making

Recall the meeting with the worker who visited the classroom for an interview. Elicit "goals" for the worker in that occupation.

Generalize about "goals." Ask children to suggest why they are going to school. Accept all comments children make, then try to elicit from the group one or two statements which seem to summarize all suggestions. "To learn to read," "To get smart," "To learn how to act," exemplify general goals.

Young children have little awareness of time in the future; however, they can verbalize what they see as ultimate objectives for themselves.

. . . identify as a "goal" one activity that has become routine for the class. PPO

The most familiar routine is probably having assigned duties that one must fulfill: taking attendance records to the office, distributing milk and the accompanying essentials. Encourage children to tell what happens the child responsible does not or cannot do his share.

. . . identify one personal goal for a given time period. PPO

Routines are necessary to the smooth operation of the class. Within the routines children have options. Each day try to meet with individuals to help establish a personal goal to accomplish during the day.

An individual should recognize what a "goal" is and learn how to set one's own goals.

Decision Making

Completion of a worthwhile has value for the worker and for society.

Attitudes and Appreciations

. . . identify a group goal that the class has reached. PPO

Next, discuss more immediate goals and try to establish with the group a specific activity for the group to accomplish. For example, decorate a bulletin board with information or pictures about a worker.

Help children plan and complete the activity.

. . . discuss the feeling one has when a task is completed. PPO

When the task is completed, discuss with children the idea that members of the group have helped each other and themselves. Ask children to tell about other times they have set and completed a goal.

Identify the project with a sign or story which tells the starting and completion date.

Help children express the idea that each goal set and completed helps one feel good now and leads to a feeling of assurance and a feeling of being able to set one's own goals.

The REACT page picture for discussion is about helping others. Help children verbalize the idea of delaying one's own play time to help someone.

DM/Level R/8

"I Can Wait"



COMPARING GOALS

Readiness Level Activity

Performance Objectives

Decision Making Dimension

. . . identify a goal of the worker in the story.

Educational Awareness Dimension

. . . compare goals of two workers in the same occupation.

Subject Matter Concepts

Language Arts

Listening and Speaking

Listening comprehension

Reading

Tell a story from a picture.

Preplanning Suggestions

Storybooks about workers who have roles familiar to children, particularly the worker who was interviewed

Materials to record chart stories by the class

COMPARING GOALS

An individual should recognize what a "goal" is and learn how to set one's own goals.

Decision Making

Learning achievement depends upon effort and ability.

Educational Awareness

Following the interview with a worker, select a story to read aloud that is about a worker in the same occupation.

. . . identify a goal of the worker in the story about the fireman. PPO

Remind children that the person interviewed and the character in the story have the same occupation. Ask for a definition of a goal in terms of the children's ability to define, then ask children to listen to the story to determine the goal of the worker in the story. Explain that the goal may not be related to the work. After the story, review goals of the person who was interviewed to determine if the person in the story and the worker who visited had similar goals.

Following the story record the goals of the character that are suggested by the children.

. . . compare goals of two workers in the same occupation. PPO

Ask children if any of the goals of the worker they met in class are the same as the goals of the worker in the story. Help children draw conclusions about why or why not.

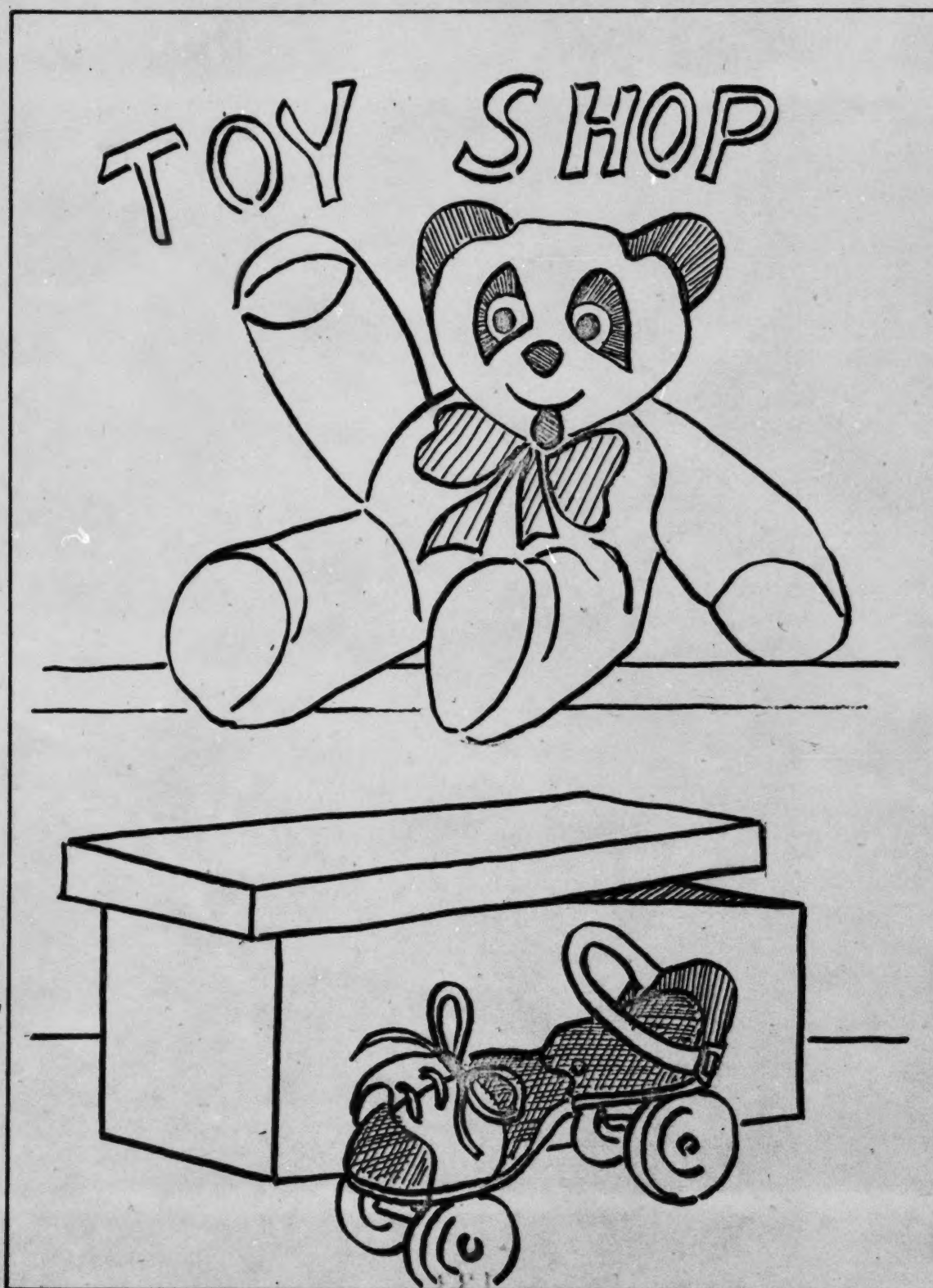
Elicit information that prior knowledge was necessary to make comparisons.

The REACT page relates to the decision making subconcept of making a choice. The picture shows two toys. After discussion of the picture, the teacher should ask these questions:

1. Which toy would you want for yourself? Why?
2. Which toy would you give to a younger child as a present? Why?
3. Which toy would you give to an older child as a present? Why?

DM/Level R/9

"Which One?"



I CAN DO IT MYSELF

Readiness Level Activity

Performance Objectives

Decision Making Dimension

. . . set a goal for putting on and fastening a coat.

Attitudes and Appreciations Dimension

. . . identify one way to help a peer reach a goal.

Subject Matter Concepts

Social Studies

Sociology-Anthropology

Membership in a group

Individuality and responsibility

Preplanning Suggestions

Plan to adapt a worker's role to the role of the child in the class-room.

Build an attitude of wanting to practice activities until they are successfully completed.

I CAN DO IT MYSELF

An individual should recognize what a "goal" is and learn how to set one's own goals.

Decision Making

Work involves the acceptance of responsibility for a task.

Attitudes and Appreciations

This example uses the fireman. Use any worker familiar to children and adapt the activity.

Recall goals of the fireman; then dramatize the way firemen could get ready for a fire.

. . . set a goal for putting on and fastening a coat. PPO

As part of the preparation, firemen are supposed to put on protective clothing before going to the fire. Let the room be the fire station, children's wraps the firemen's uniforms, and some spot in the classroom the fire truck. At a signal, the children in the dramatization put on and fasten their own wrap, then go to the fire truck.

. . . identify one way to help a peer reach a goal. PPO

If any child has difficulty with a coat, encourage others to help at the moment of dramatization.

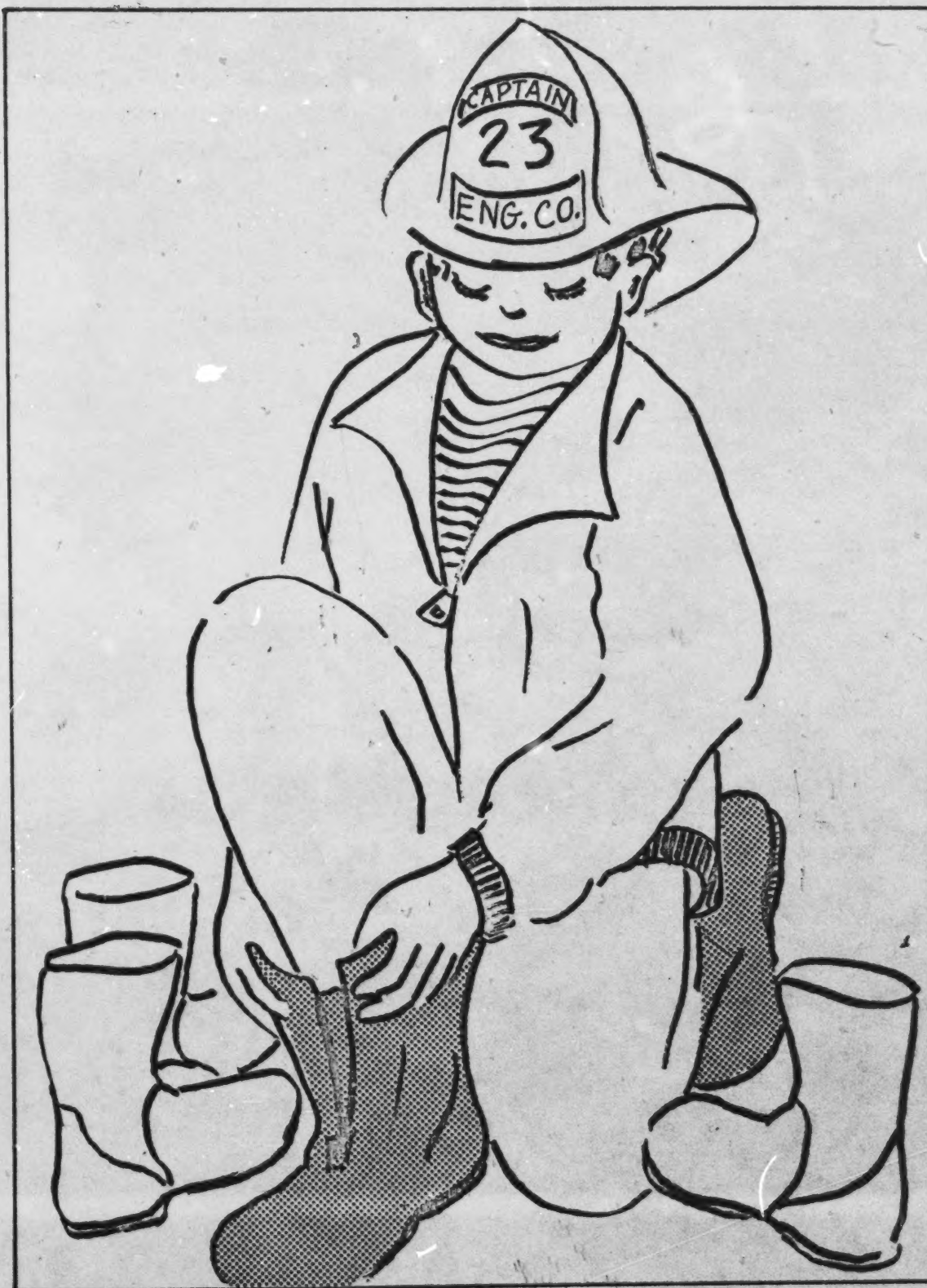
Watch for individuals who have difficulty dressing themselves. Plan to have them practice putting on their coats during free time. Be sure to help children where there is need rather than penalize for inability to function.

The REACT page presents a child playing the role of a fireman. The child is involved in a real-life work situation of his own. Fastening boots or overshoes is usually a rather difficult task for the young child.

Show the picture with the idea of eliciting remarks which indicate the immediate work goal of the child, putting on overshoes. Help children develop an understanding of the many small goals that are part of a larger goal.

DM/Level R/10

"This Comes First"



RELATED MATERIALS

- Community Worker Series (Films) Carlton Films, Box 56, Beloit, Wisconsin 53511, 1971.
- Firehouse Dog (Film) Bailey Film Associates, 2211 Michigan Avenue, Santa Monica, California 90404, 1972.
- Fireman, The (2nd Ed.) (Film) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611, 1970.
- Fireman and His Work, The (Tape) Mincom Division, 3-M Company, 3-M Center, St. Paul, Minnesota 55101, 1971.
- Girls Can Be Anything (Book) Norma Klein. E. P. Dutton and Company, Inc., 201 Park Avenue South, New York, New York 10003, 1973.
- Helpful Little Fireman (Film) Coronet Instructional Films, Coronet Building, 65 East South Water Street, Chicago, Illinois 60601.
- Job Puzzles (Picture Puzzles) Developmental Learning Materials, 7440 North Natches Avenue, Niles, Illinois 60648, 1973.
- The Kingdom of Could Be You: Careers in Public Services (Film, Color, 4-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611.
- Policemen and Firemen (Filmstrip) Childrens Press, Society for Visual Education, 1224 West Van Buren Street, Chicago, Illinois 60607, 1968.
- Why People Have Special Jobs (Film, Color, 7-min.) Learning Corporation of America, 711 Fifth Avenue, New York, New York 10022, 1972.

FIREFIGHTERS

Firefighters help protect us from a hazard that costs thousands of lives and millions of dollars in property damage each year. Without their services, the loss of life and property from fires would be even greater. This statement gives information about firefighters who are full-time, paid employees of city and town fire departments. It does not cover part-time volunteer firemen and others who serve only when the alarm signals that they are needed at a fire.

During their hours on duty at the fire station, firefighters must be prepared at a moment's notice to rush to a fire and handle any emergency that occurs. Because firefighting is dangerous and complicated, it requires teamwork and must be well organized. At every fire, firefighters perform specific jobs assigned to them by a commanding officer; they may connect hose lines to hydrants, operate a pressure pump, position ladders, or perform some other duty. Furthermore, depending on the judgment of the officer in charge, the assigned duties of individual firefighters may be changed several times while the company is in action. Under emergency conditions firefighters are often called on to use their own initiative and judgment. Firefighters, therefore, must be proficient in many different kinds of firefighting activities, as well as being capable of helping people to safety, administering first aid, and taking care of other emergencies.

Fire prevention is another important responsibility of city fire departments. Specially trained personnel inspect factories, theaters, and other public buildings for conditions that might cause a fire and for compliance with local regulations relating to fire escapes, fire doors, storage of flammable materials, and other possible hazards. Educating the public about fire prevention and safety measures is also a part of the firefighter's job. Frequently, they speak on this subject before school assemblies and civic groups. In many communities, they regularly inspect private homes, at the owner's request, in an effort to prevent fires by pointing out possible hazards to home owners.

Between alarms, firefighters spend considerable time at their local stations, improving their knowledge of firefighting and doing maintenance work. They also participate in practice drills, clean and lubricate firefighting equipment, stretch hoses to dry, stand watch at fire alarm instruments, and verify and record alarms.

To become eligible for an appointment as a firefighter, an applicant must pass a written intelligence test, a medical examination, and tests of strength, physical stamina, and agility, as specified by local civil service regulations. In most communities, these examinations are open only to men who are at least 21 years of age, meet certain height and weight requirements, and have a high school education. The men who receive the highest grades on their examinations have the best chances for appointment. Extra credit usually is given for military service. Experience gained as a volunteer fireman or through firefighting training in the Armed Forces also may improve an applicant's chances for appointment.

As a rule, beginners in large fire departments are given training for several weeks at the city's fire school. Through classroom instruction and practice drills, the recruits study such fundamentals as firefighting techniques, local building codes, fire prevention, and first aid, and learn about the use of axes, chemical extinguishers, ladders, and other firefighting equipment. Upon completion of this training, they are assigned to local fire companies. Opportunities for promotion are good in most fire departments. As firefighters gain experience, they may be advanced to progressively higher ratings, and, after 5 to 10 years or more of service, become eligible for promotion to the grade of lieutenant. The line of further promotion is usually to captain, then battalion chief, assistant chief, and finally to chief. Chances for advancement generally depend upon each candidate's position on the promotion list as determined by his rating on a written examination, his work as a fireman, and his seniority. Throughout their service, many firefighters continue to study fire prevention and related subjects to improve their performance on the job and prepare for promotional examinations. Programs conducted by many state governments and city fire departments throughout the country provide training of this kind for tens of thousands of firefighters each year. Some universities offer courses in fire engineering.

Among the important personal qualities of firefighters are mental alertness, courage, mechanical aptitude, and endurance. Initiative and good judgment are extremely important, because firefighters often must make quick decisions as situations change while companies are in action. Leadership qualities are valuable assets for officers, who have the responsibility for establishing and maintaining a high degree of discipline and efficiency, as well as planning and directing the activities of the firefighters in their companies.

The number of firefighters is expected to increase rapidly to meet the needs for fire protection in growing urban communities. As cities become more crowded, however, officials will give more emphasis to activities associated with fire prevention, and many firefighters will spend a greater amount of their time inspecting buildings for compliance with fire regulations and participating in fire prevention campaigns.

Practically all fire departments furnish pay allowances for protective firefighting clothing (helmets, boots, and rubber coats) and many provide dress uniforms.

In some cities, firemen are on duty for a 24-hour shift, then off for 24 hours, and receive an extra day off at intervals. In other cities, the day shift is 10 hours and the night shift is 14 hours, and firemen rotate shifts at frequent intervals. Firemen's scheduled hours range from 40 hours a week in some cities to 60 hours in others; the national average workweek is about 56 hours. The scheduled workweek in metropolitan centers having large fire departments tends to be considerably shorter than in small communities, but recent developments in collective bargaining have resulted in a general trend toward reducing the workweek of the firefighter. Some metropolitan areas are already recording 48-hour workweeks and others have workweeks as low as 40 hours. Scheduled hours on duty usually include some time when firemen are free to read, study, or pursue other personal interests.

In addition to their scheduled hours, firefighters must work as many extra hours as necessary to bring a fire under control. When overtime is worked, most city fire departments either give compensatory time off or extra pay for the additional hours.

The job of a firefighter involves risk of life or injury from sudden cave-ins of floors or toppling walls, as well as hazards associated with exposure to flames, smoke, and bad weather. In fighting fires in industrial establishments, firefighters may come in contact with poisonous, flammable, and explosive gases and chemicals.

Adapted from: Occupational Outlook Handbook, 1970-71 edition.
U. S. Department of Labor, Washington, D. C.
pp. 338-340.

Teacher Goals

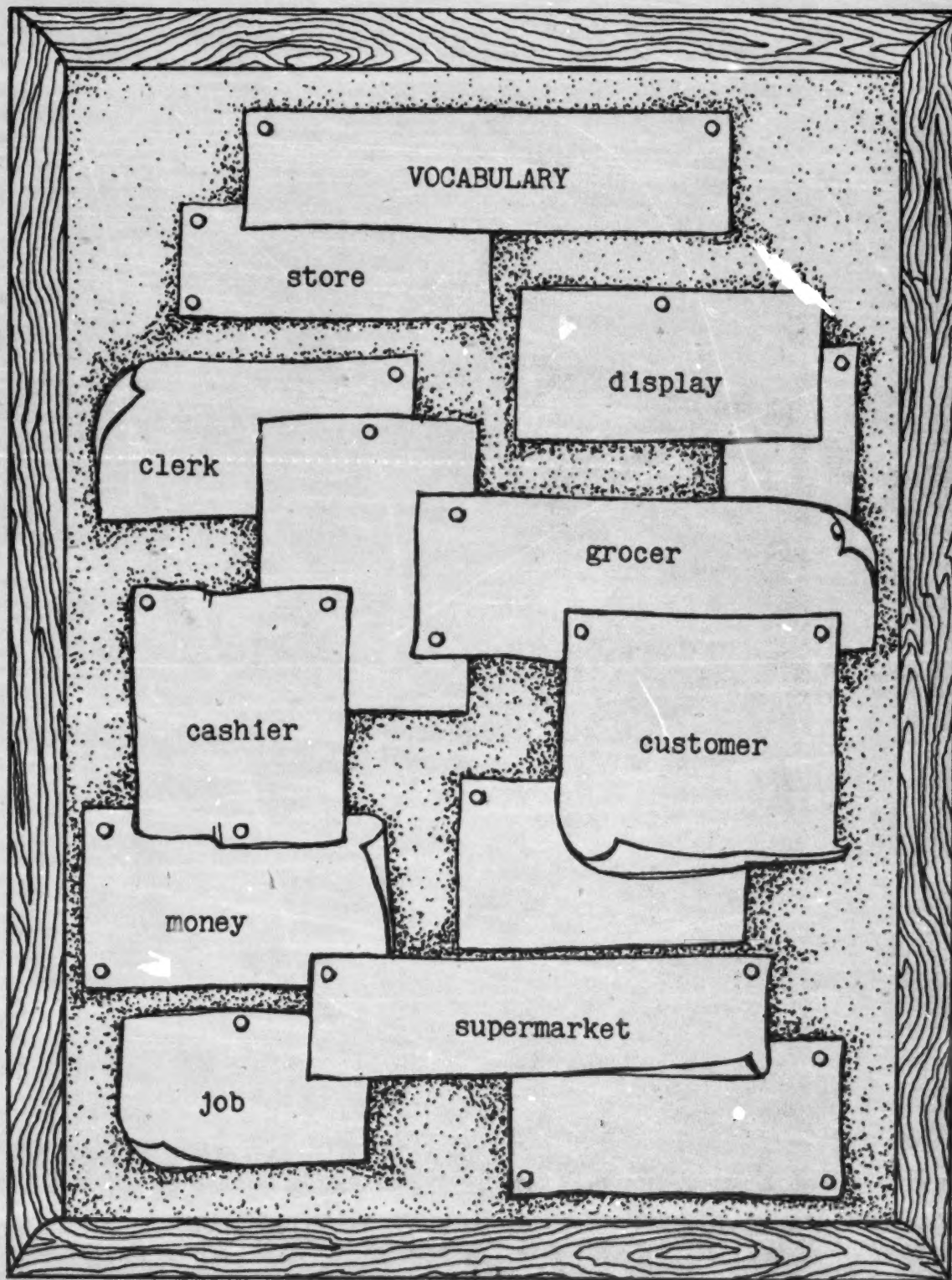
Teacher goals of this strategy combine a Lifestyle Dimension subconcept with subconcepts from Attitudes and Appreciations, Career Information, and Educational Awareness, and subject matter concepts for the occupation of Grocer. In this perspective the teacher's goals are to:

Help children identify their own reasons for choosing an activity.

Develop the understanding that adults have a variety of reasons for working in a certain occupation.

Lead children to distinguish differences in the way family members contribute to family life.

Make children aware of task similarities between their own activities and those of a grocer.



BECAUSE THERE ARE PEOPLE

Readiness Level Activity

Performance Objectives

Lifestyle Dimension

- . . . *cite one example of why the grocer needs to get along with people.*
- . . . *identify liking to be with people or liking to be alone as a reason for choosing a particular classroom task.*

Career Information Dimension

- . . . *define three-fourths of the terms in the vocabulary list.*
- . . . *give one reason for liking or not liking an activity of one's own.*

Subject Matter Concepts

Language Arts

Reading

Left to right orientation

Visual discrimination

Grammar and Usage

Informal awareness of sentence patterns

Social Studies

Sociology-Anthropology

Membership in a group

Preplanning Suggestions

Materials for a vocabulary chart

Audio-visual materials of the grocer

Individual cards for each vocabulary word

Field trip to grocer's or class interview with a grocer

BECAUSE THERE ARE PEOPLE

Occupations have their own
vocabularies.

Career Information

Most people work and there are
many reasons why people work.

Lifestyle

The individual worker determines
which aspects of an occupation
may be pleasant or unpleasant.

Career Information

The grocer likes people and enjoys
working in a situation where he can
meet many kinds of people face-to-
face.

*... define three-fourths of
the terms in the vocabulary
list. PPO*

The grocer learns many special words
and their meanings. Plan to develop
with children a vocabulary list. Use
language arts lessons which use the
vocabulary terms. Those suggested
in the list accompanying this strat-
egy may be useable. Other terms which
children suggest need to be included.

As the discussion of words develops,
emphasize the idea that without peo-
ple there would be no need for gro-
cers.

*... cite one example of why
the grocer needs to get along
with people. PPO*

Ask why people continue to return to
the same place to shop. Lead children
to understand that the people who work
in a store make the store appealing.
Friendliness to customers and care in
making the merchandise attractive are
qualities that please other people.

*... give one reason for
liking or not liking an ac-
tivity of one's own. PPO*

Ask children in the group what kinds
of activities they like to do best.

Most people work and there are many reasons why people work.

Lifestyle

... identify liking to be with people or liking to be alone as a reason for choosing a particular classroom task.
PPO

As each child tells what it is he enjoys doing, mention whether or not it is an activity which involves others. Lead children into commenting on activities which involve: (1) working alone, (2) working with other people.

Show a filmstrip or pictures of a grocery store to introduce the idea of a vocabulary list. Follow the filmstrip with a discussion asking, "What is a grocer?". Then ask other questions which lead children into a discussion of words about grocers which need to be defined. Write each word on a chalkboard and later on a large word card. Make a large chart with all the words.

grocer

store

Develop words the children suggest and include the words necessary to develop the idea of the work of a grocer. The list should be short to

grocer
customer
store
money
job

prevent words from overpowering this age child. The measurement of understanding word meaning is a child's ability to use a word correctly in a spoken sentence.

After the vocabulary is developed, help children find or make pictures

which illustrate the concept of the word.

Mature children may be able to match the word on a word card with the same word on the vocabulary chart.

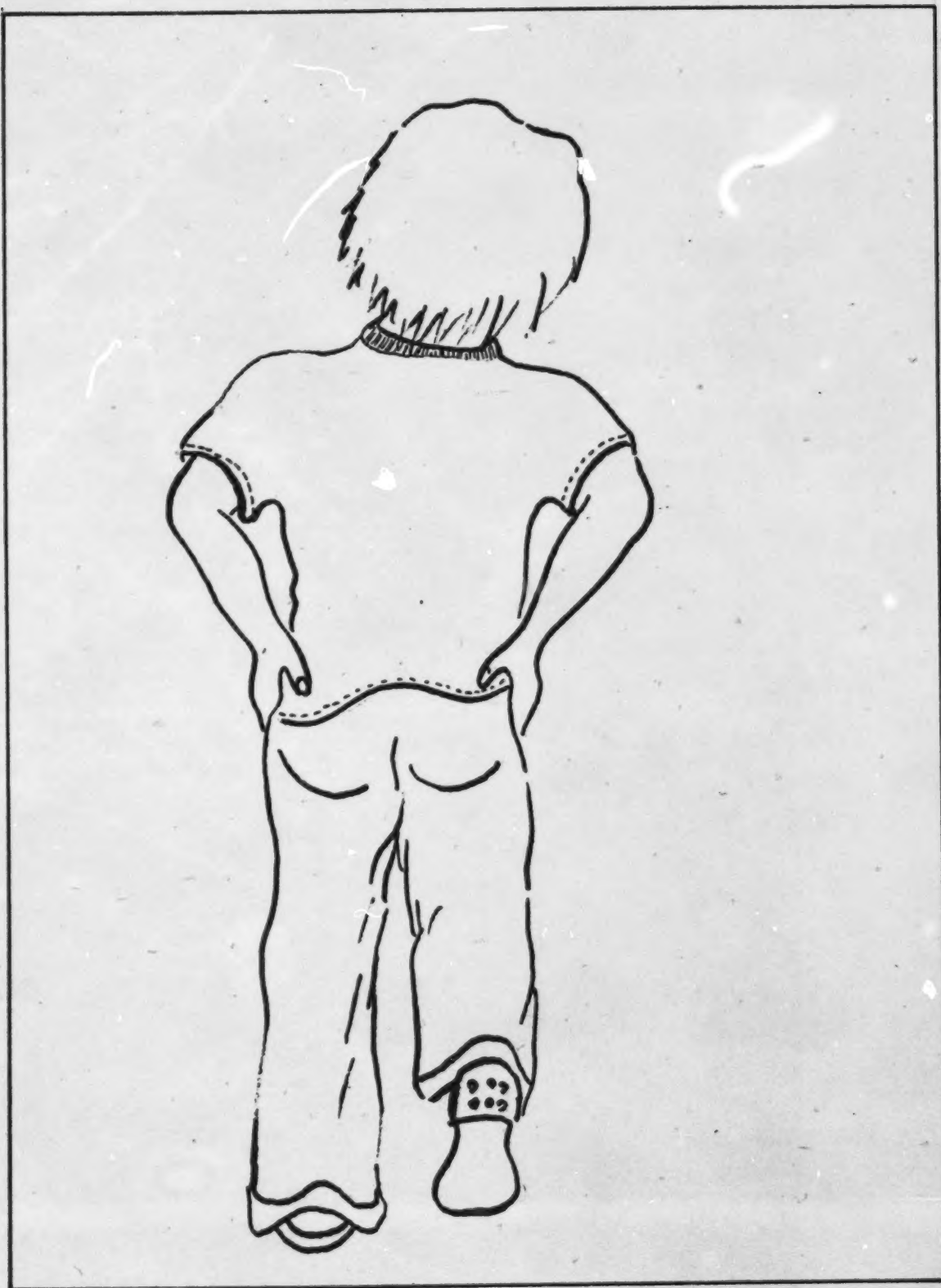


Use reading readiness activities which promote left to right progression, association of written symbols with a spoken word, and visual discrimination. If the situation is practical, plan a field trip to a grocery store. Pre-plan the trip carefully with the grocer and with children. If a field trip is not feasible, plan an interview with a grocer. In either case, the emphasis should be on an occupation in which getting along with people is necessary.

The REACT page should start a discussion of the kinds of people an individual likes to know. The picture uses posture to portray attitude. Lead children to discuss the characteristics of individuals who are well-liked. Try to avoid using any child's name in the discussion. Ask individual children to assume this pose. Ask others how they think the child in the pose feels. Is he angry, upset, in a hurry, scared?

LS/Level R/1

"We Can Play with You"



148

THEY DEPEND ON ME
Readiness Level Activity

Performance Objectives

Lifestyle Dimension

. . . identify liking to help people as a reason for working.

Attitudes and Appreciations Dimension

. . . identify by name at least three occupations which supply goods or services needed in the child's daily life.

Subject Matter Concepts

Mathematics

Facts and Operations
Counting members of a set
Figural
Read bar and picture graphs.

Social Studies

Economics
Differences between goods and services
Family needs and wants

Preplanning Suggestions

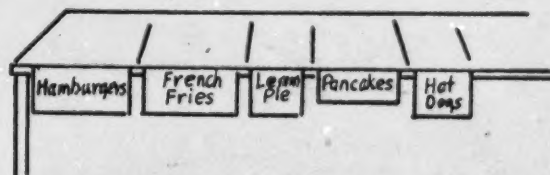
Chart materials to record favorite foods of class members
Materials to make signs for each of the favorite foods
Counters or markers
Chart of snack time supplies needed for the classroom

THEY DEPEND ON ME

This activity is to create the idea of the grocer's service as supplier to the community. The service idea of the work appeals to some people as a reason for selecting work. Ask children to name a favorite food prepared in their home. Record the information to use later.

Hamburgers 111
French Fries 111 11
Lemon Pie 11
Pancakes 111
Hot Dogs 1111

Teach the use of tally marks for recording how many. Make signs for the favorite foods and give children counters to represent their food.



The beginning of graph work is to understand one-to-one matching. Start with objects that each child can handle. Have children place their marker above the sign showing a favorite food. When the activity is completed, count children and markers in each category to show the sameness of the number of objects and number of people.

"One, two, three markers for hamburgers, Marla, Carl, Sharon, one, two, three children. Three markers and three children."

Most people work and there are many reasons why people work.

Lifestyle

Later experiences can be the use of paste-on markers on sheets of large plain paper.

Each child has his name on a marker which is pasted on a chart in a column labeled with the kind of drink the child will have. This can be used at drink time to help children whose task it is to get the drinks.

. . . identify liking to help people as a reason for working. PPO

Discuss what happens if the children responsible for getting the snack supplies do not get enough or get too much. Ask children who it is that must keep supplies of foodstuff ready for the community. Discuss the grocer as a middleman who tries to provide what people want and need. By stocking certain food, he also may try to lead people into good food habits and away from poor eating habits.

Point out how important it is to a grocer to be able to estimate what people will want to buy. There are two aspects to the necessity for accuracy in determining demand that children will understand. The grocer wants to serve people and make a living for himself and his family.

Adapt a game of London Bridge. One part of the bridge could be a favorite food and the other side a little known food. The child who is caught chooses the side he likes best.

Let children who play the role of a bridge span choose their own foods.

Keep the purpose of the game in mind. The grocer, or any other supplier, must be alert to demand if he is to serve his clientele.

Specialized occupations result
in an interdependent society.

Attitudes and Appreciations

*... identify by name at
least three occupations which
supply goods or services need-
ed in the child's daily life.*
PPO

Ask children to name suppliers on whom children rely in daily life. Children will include suppliers of physical objects such as the grocer, the paper boy, and the clothier. Be sure that children include the suppliers of electricity, heat, water, police protection, fire protection, health services, and similar services.

The REACT page is to stimulate a discussion about responsibility family members have to each other. Children have discussed interdependent societies. Now discuss the interdependence of family members. The picture should prompt a discussion of the adult's response to torn clothing.

The girl who has on her old play clothes isn't worried about a tear. The boy is wearing his good clothes. Lead the discussion into how parents would react to tears in good clothes. Help children verbalize the idea that good clothes do cost money. Children have a responsibility to take care of them. Discuss the difference between an accident in good clothes and deliberately playing in good clothes.

LS/Level R/2

"I Try To Be Careful"



THAT'S WHY I DO IT
Readiness Level Activity

Performance Objectives

Lifestyle Dimension

- ... identify doing a task successfully as a reason for selecting an activity of one's own.*

Attitudes and Appreciations Dimension

- ... describe how he feels when he completes a task.*

Educational Awareness Dimension

- ... identify how one uses classification in his own daily life.*
- ... identify an activity of a grocer in which classification is used.*

Subject Matter Concepts

Mathematics

Measurement

Distinguish short-tall,
heavy-light, least-most,
wide-narrow

Science

Scientific Method
Categorizations

Language Arts

Grammar and Usage
Proper forms and usage

Social Studies

Sociology-Anthropology
Individuality and
responsibility

Preplanning Suggestions

Supplies for a "grocery store" in the classroom
Unopened containers or supplies of a variety of weights, for
example, 1 lb. or 3 lb. cans of coffee
Plan for classroom job assignments on a regular basis.

THAT'S WHY I DO IT

Most people work and there are many reasons why people work.

Lifestyle

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

People select tasks because they feel competent when doing the work that is involved.

. . . identify doing a task successfully as a reason for selecting an activity of one's own. PPO

Ask children if they ever choose activities because the activity is one in which they feel comfortable and competent. Suggest activities in which certain children do well. Watch to see if those children like to do those activities. Lead children to verbalize the idea of liking to do what one does well.

Ask children to name activities of a grocer. As children respond, ask if any of them like similar activities.

Follow by suggesting a play grocery store in the classroom. Children can bring supplies for the store from home. Empty containers and plastic produce can be found in most homes.

As children bring supplies, have space available for storing the containers.

. . . identify how one uses classification in his own daily life. PPO

Suggest that similar products be kept together. Use terms such as "short," "tall," "large," "small," "heavy," and "light" in helping plan arrangements.

Relate the idea of classification to the way a child puts play things away. The heavy, non-breakable items and light, fragile items are stored with reference to the characteristics of

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

Completion of a worthwhile task has value for the worker and for society.

Attitudes and Appreciations

the item. Classroom storage can be studied to determine why certain objects are placed as they are.

Arrange children in the group in various ways. Put two rows of tall children in front of the smaller children. Discuss the disadvantage to the smaller children. Then place in groups all children whose first names begin with the same letter. Name a product; children whose names begin with the same sound should respond: "Marshmallows." "That's good Mike, Martha, and Mary." Point out the variety of ways to classify any group.

Bring to the class containers which have not been opened. One and three pound cans of coffee can be compared for weight. The concept of light-heavy and large-small will have real meaning with actual materials.

Children at this age are probably still in the intuitive stage of concept development and should not be expected to do more than have the experiences of comparing weight and size. The terms "heavier," "lighter," "larger," and "smaller" should be teacher talk. Children need to become accustomed to hearing correct terminology before they can use it.

. . . identify an activity of a grocer in which classification is used. PPO

Encourage children to draw parallels between arranging and comparing the grocery stock and other activities. Do children who paint or build with blocks enjoy arranging grocery stock?

. . . describe how he feels when he completes a task. PPO

Help children understand that work may be chosen because one enjoys the

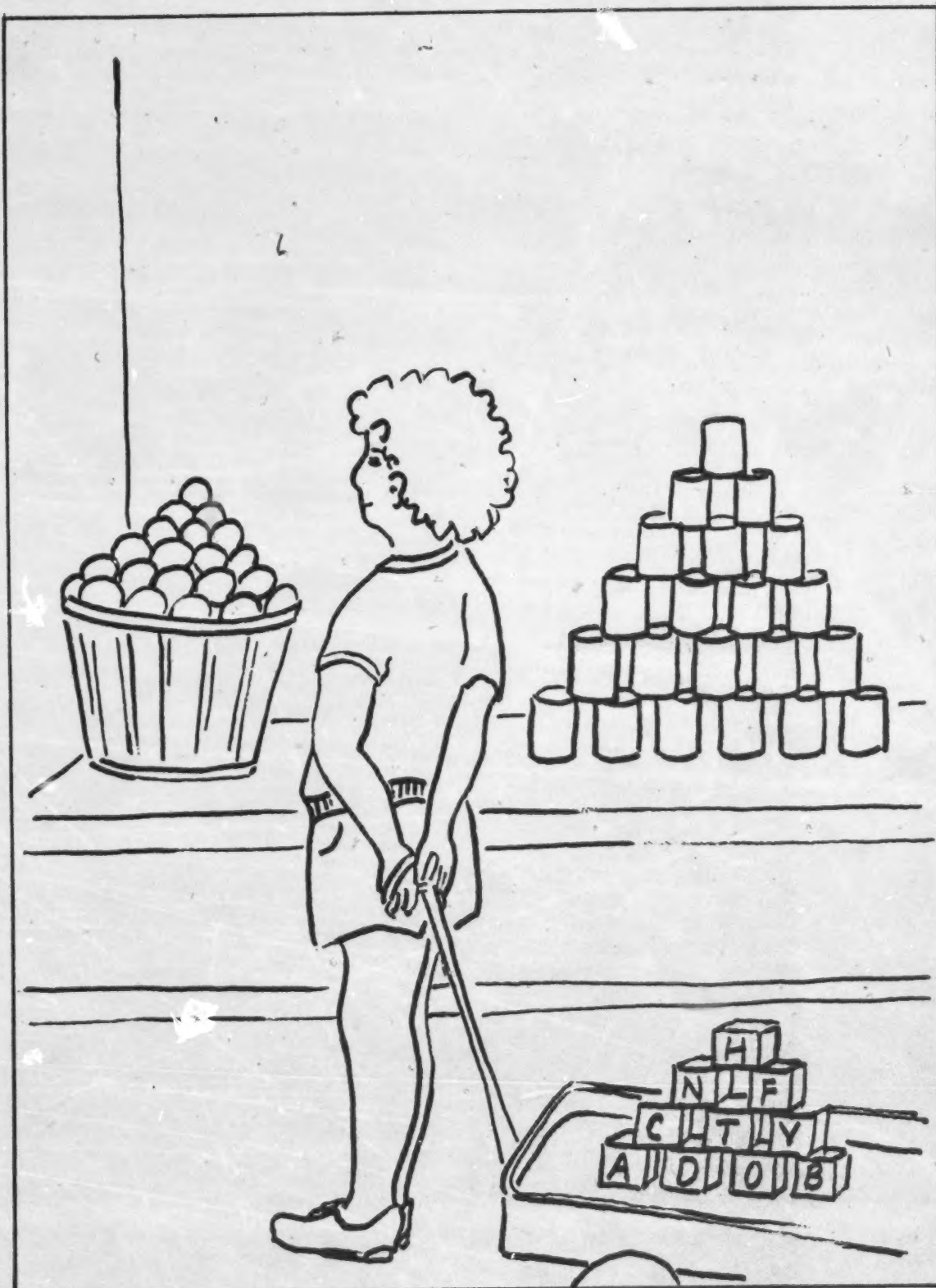
kinds of tasks involved. An equally important reason may be the feeling of security one has in doing things that one knows are done well.

The REACT page is to start a discussion of the similarity between children's play and adult's work. Ask children to discuss what the child is looking at in the grocer's window. Lead into the idea that people choose work they enjoy doing.

What has the child done in play that the grocer does in his work? Suggest that children try to stack their blocks like the cans or fruit in the window.

LS/Level R/3

"Look at That"



WORKING TO HELP
Readiness Level Activity

Performance Objectives

Lifestyle Dimension

- . . . state the difference between working in the class store when one is assigned and where one chooses.

Attitudes and Appreciations Dimension

- . . . show responsibility by following an assigned schedule.
- . . . describe how a worker might feel on the job if he left home angry.
- . . . compliment a classmate for being in the store and being a good helper.

Career Information Dimension

- . . . identify the grocer as a worker who has a scheduled work time.
- . . . identify earning a living as a purpose for working.

Subject Matter Concepts

Social Studies
Sociology-Anthropology
Individuality and responsibility
Economics
Family needs and wants

Preplanning Suggestions

Area prepared as a "grocery store."
Chart materials to establish a class schedule of responsibilities in the store

WORKING TO HELP

Most occupations include common expectations, such as punctuality, dependability, and avoidance of excessive absence.

Career Information

Most people work and there are many reasons why people work.

Lifestyle

Use an area of the room to have a grocery store. Plan role playing activities and encourage free play time in the grocery store area.

Develop understanding of the grocer as a man who has a family to be considered as he plans his work time. Using the store in the room, set up a schedule of times when the store will be open for business.

. . . identify the grocer as a worker who has a scheduled work time. PPO

. . . state the difference between working in the class store when one is assigned and where one chooses. PPO

These times would be assigned to students as classroom jobs. Obviously, the work periods would be short. All children would not need to work as grocers.

SCHEDULE

<u>Grocer</u>	<u>Class</u>
Joe, Helen Jane, Bob	9:00- 9:30 Free Time
Bill, Marla	9:30- 9:50 Read Aloud
Carl, Judy	9:50-10:10 Milk
Store Closed	10:10-10:30 Rest

Customers can come and go in the role playing activity.

Work involves the acceptance
of responsibility for a task.

Attitudes and Appreciations

Earnings vary with occupations.

Career Information

Work involves the acceptance
of responsibility for a task.

Attitudes and Appreciations

*. . . show responsibility by
following an assigned sched-
ule. PPO*

Workers must agree on who will be
in the store at the assigned time
period. One or more children could
work at a time, but it is the task
of all to be responsible for having
someone in the store at all times.

*. . . identify earning a liv-
ing as a purpose for working.
PPO*

The purpose of the activity is to
lead children to understand that
although a worker chooses work for
many reasons, one reason is usually
to support a family.

Special dramatizations can show the
grocer's family telling him about
something that they need. "We must
have a new kitchen stove." The gro-
cer, male or female, will respond in
a way that indicates awareness of
the relationship between earning a
living by work and buying necessities
for a family. Suggest the responsi-
bility to help the wage earner get
to work on time and in a good frame
of mind.

*. . . describe how a worker
might feel on the job if he
left home angry. PPO*

Discuss how children feel when others
pay little or no attention to what
the child feels proud of doing. Ask
children to give examples of how good
it is to have someone acknowledge
that the child has accomplished some
kind of work.

Completion of a worthwhile task has value for the worker and for society.

Attitudes and Appreciations

*. . . compliment a classmate
for being in the store and
being a good helper. PPO*

Describe a pleasant or unpleasant situation at home. Then ask the child how he would feel after he left the situation.

"The alarm didn't go off. When the family finally woke up, everyone had to hurry and everyone got cross. People were arguing about who didn't set the clock. Everyone left home for school or work without breakfast."

or

"This morning we had everyone together at breakfast and we each had our favorite cereal. We planned for a special picnic we will have this evening."

Be sure that children who are assigned to work in the store understand that when there are no customers the workers are to straighten the store, redesign displays, make signs to decorate the store, or advertise products.

Watch for opportunities to praise children who are responsible and have creative ideas.

The REACT page presents a turbulent, stormy scene in nature. Have children describe how a stormy day affects them. Being out in the storm is dangerous to life and even though it might be stimulating, being in the storm creates feelings of tension. Have children recall the class discussion about leaving home after an upsetting situation. Compare being angry and upset to a stormy day. The child becomes exhausted from all the tension in an unhappy emotional situation.

Lead children to explain calm and happy scenes. The feeling of security develops when one has a degree of certainty about what will happen. Children might make an illustration of a calm, happy outdoor picture.

LS/Level R/4

"Feelings"



RELATED MATERIALS

Arithmetic in the Food Store (Film, Color, 11-min.) Coronet Instructional Films, Coronet Building, 65 E. South Water Street, Chicago, Illinois 60601, 1969.

Beginning Responsibility: Being a Good Sport (Film, Color, 11-min.) Coronet Instructional Films, Coronet Building, 65 E. South Water Street, Chicago, Illinois 60601, 1969.

Come to Work With Us (Books) Sextant Systems, Inc., 3048 North 34th Street, Milwaukee, Wisconsin 53210, 1970.

Hello, Henry (Book) Ilse-Margret Vogel. Parents Magazine Enterprises, Inc., 52 Vanderbilt Avenue, New York, New York 10017, 1965.

Kingdom of Could Be You, The: Careers in Marketing and Distribution (Film, Color, 4-min.) Encyclopaedia Britannica Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611, 1963.

Mike and Steve Visit the Shopping Center (Film, Color, 14-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611, 1969.

My Community (Pictures and Resource Sheets) David C. Cook Texas Educational Aids, 4725 Main Street, Houston, Texas 77002, 1970.

People Who Help Our Community (Transparencies) Troll Associates, East 64 Midland Avenue, Paramus, New Jersey 07652, 1970.

Pop Corn and Ma Goodness (Book) Edna Mitchell Preston. The Viking Press, Inc., 625 Madison Avenue, New York, New York 10022, 1969.

School Problems: Getting Along With Others (Film, Color, 12-min.) Bailey Film Associates, 11559 Santa Monica Boulevard, Los Angeles, California 90025, 1972.

Supermarket Puzzle (Puzzle) Educational Reading Service, 320 Route 17, Mahwah, New Jersey 07430, 1969.

GROCERS

The grocer is typical of an individual who operates his own store. Running one's own business appeals to individuals who value independence. Running one's own business involves taking risks. Capital is needed to buy stock and equipment and to meet the organizing expenses for wages and rent. Enough capital must be available to see the grocer through slack periods when expenses are heavier than income.

The grocer needs a location that is in an area which is convenient for customers. The location must be in an area which does not have too much competition from similar stores. The grocer, like other entrepreneurs, needs to understand the needs of people in the area. Quality and quantity of merchandise and service vary in relation to the clientele. The grocer needs to be able to keep a friendly attitude in order to please people and maintain their patronage. The independent merchant needs a background in accounting, selling, advertising, business management, and personnel relations.

The grocer needs to develop a working relationship with wholesalers of foodstuffs. Fresh fruits, vegetables, meats, and dairy products may be handled by specialists in or near a city. The grocer in a city may be able to select his own fresh produce. Grocers who are located at a distance from the wholesale markets will have to depend on the salesmen representing the wholesale firms. Retailers may depend on wholesale salesmen to check the store's stock and prepare orders for items which will be needed before the salesman's next visit. The grocer will depend on the wholesaler for information about new products, advertising displays, and prices to charge for products.

The size of the store will determine the number of employees. The grocer, as store owner, needs to understand the work of each employee. The grocery checker accepts money, makes change, and gives some kind of receipt to customers. He also keeps records of the amount of money involved so that cash accounts can be balanced at the end of the day. Cashiers may prepare cash for deposit, write checks, or pay out cash for purchases. In grocery stores, cashiers often bag customers' purchases and during slack periods may perform other work. Cashiers meet the public and must be able to maintain a friendly manner no matter what the provocation from customers.

Cashiers use some business machines; a background in high school business courses is helpful. To perform duties efficiently, cashiers should be able to deal with figures accurately and have finger dexterity and good eye-hand coordination.

Stock clerks may keep records of incoming shipments and merchandise in stock. They must keep the shelves of the store filled with merchandise in a way that is attractive to customers. Stock clerks are the workers who are frequently asked to help customers locate special items. The stock clerk must be friendly and cooperative with the public they serve.

Meat cutters in retail foodstores set up counter displays and wait on customers. The meat cutter may divide retail cuts into individual portions. He must know cuts of meat and may need to understand meat buying and grading and record keeping. Training in mathematics is helpful because the meat cutter must weigh and price meats. Health certificates may be required in some communities.

The retail grocer may need many employees or few employees depending on the size of the store. Competent, well-trained help who have a pleasant manner with customers can make the difference between a successful store and a failure.

Teacher Goals

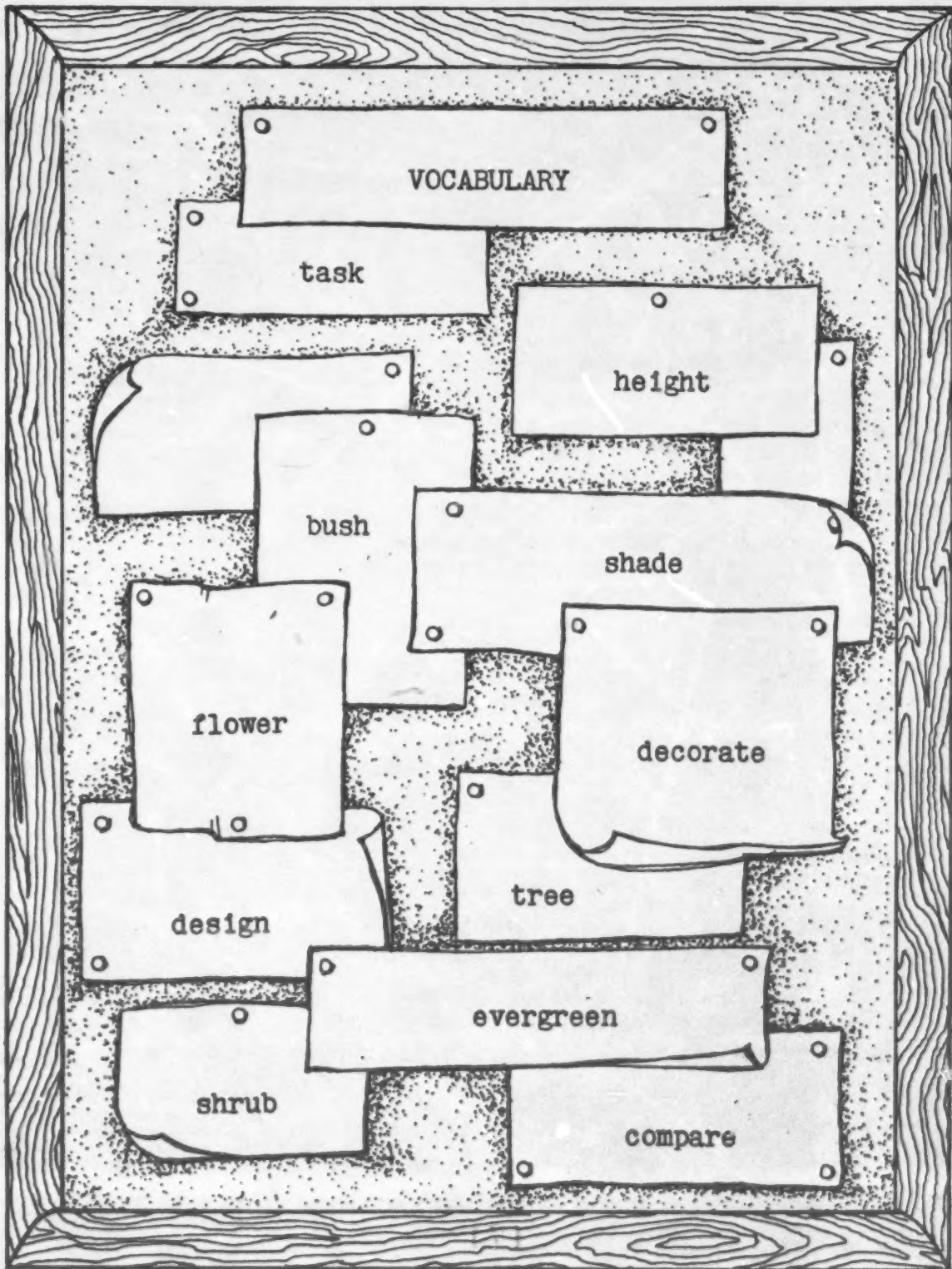
Teacher goals of this strategy combine a Self-Development Dimension subconcept with subconcepts from Attitudes and Appreciations, Career Information, and Educational Awareness, and subject matter concepts for the occupation of Landscaper. In this perspective the teacher's goals are to:

Encourage children to describe members of their own families.

Develop experiences to help children understand that each family member contributes to family life.

Give pupils an understanding of how family life affects a landscaper at work.

Help children understand that peers may live in a different family structure.



SIZES

Readiness Level Activity

Performance Objectives

Self-Development Dimension

- . . . *describe members of one's family according to relative height.*

Educational Awareness Dimension

- . . . *identify arranging objects in proportion as a skill needed by a landscaper.*

Subject Matter Concepts

Mathematics

Measurement

Distinguish short-tall,
heavy-light, least-most,
wide-narrow

Geometry

Manipulation of basic
solids and planes

Science

Scientific Method
Categorizations

Preplanning Suggestions

Classroom furniture and materials to be placed in a variety of
arrangements

Space for making arrangements

Paper for drawings of family

Play house or play area with toy shrubs, trees, and other land-
scaping materials

SIZES

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

Awareness of oneself within the context of the family structure is important.

Self-Development

A landscaper is concerned with size of plantings in relation to each other and to the area to be landscaped.

... identify arranging objects in proportion as a skill needed by a landscaper. PPO

This kind of relationship can be developed through classroom arrangements. Place a large chair and two small chairs together in several ways. Have children discuss the arrangements in terms of the observer. When the large chair is in front of the smaller chairs, they are hidden from view. Suggest a rearrangement.

Developing spatial relationships is important. Have children view arrangements from all sides. Point out that the size of the area and the location of items influences the arrangement.

Ask children to visualize an arrangement from different heights. Would an adult get the same view as a child? Does a baby see physical items the same as a five-year-old?

... describe members of one's family according to relative height. PPO

Have children describe their immediate family in terms of size. Who is tallest, shortest, and how do the in-betweens rank in size? Children should draw pictures of their families with the idea of size. Suggest that either the tallest or shortest be drawn first. Other members can be drawn in relation to the first figure. Have the child identify himself in the picture in some special way.

Set up a play area to be "landscaped." The purpose is to provide an opportunity to rearrange objects in a variety of ways. Provide plastic plants or use any various sized objects to be arranged in special order.

If a playhouse is available, it could be included in the landscape design. Remind children to arrange objects so that proportion is pleasing to the eye.

The picture on the REACT page, "I Can Reach It," relates to knowing and accepting your size in a world of adult furniture. Children are often expected to have good table manners when the situation is almost impossible for them. The size of tableware and furniture is usually scaled to the adult. Ask children if they are willing to use cushions or a high chair of any kind. Help children understand and accept being the size they are.

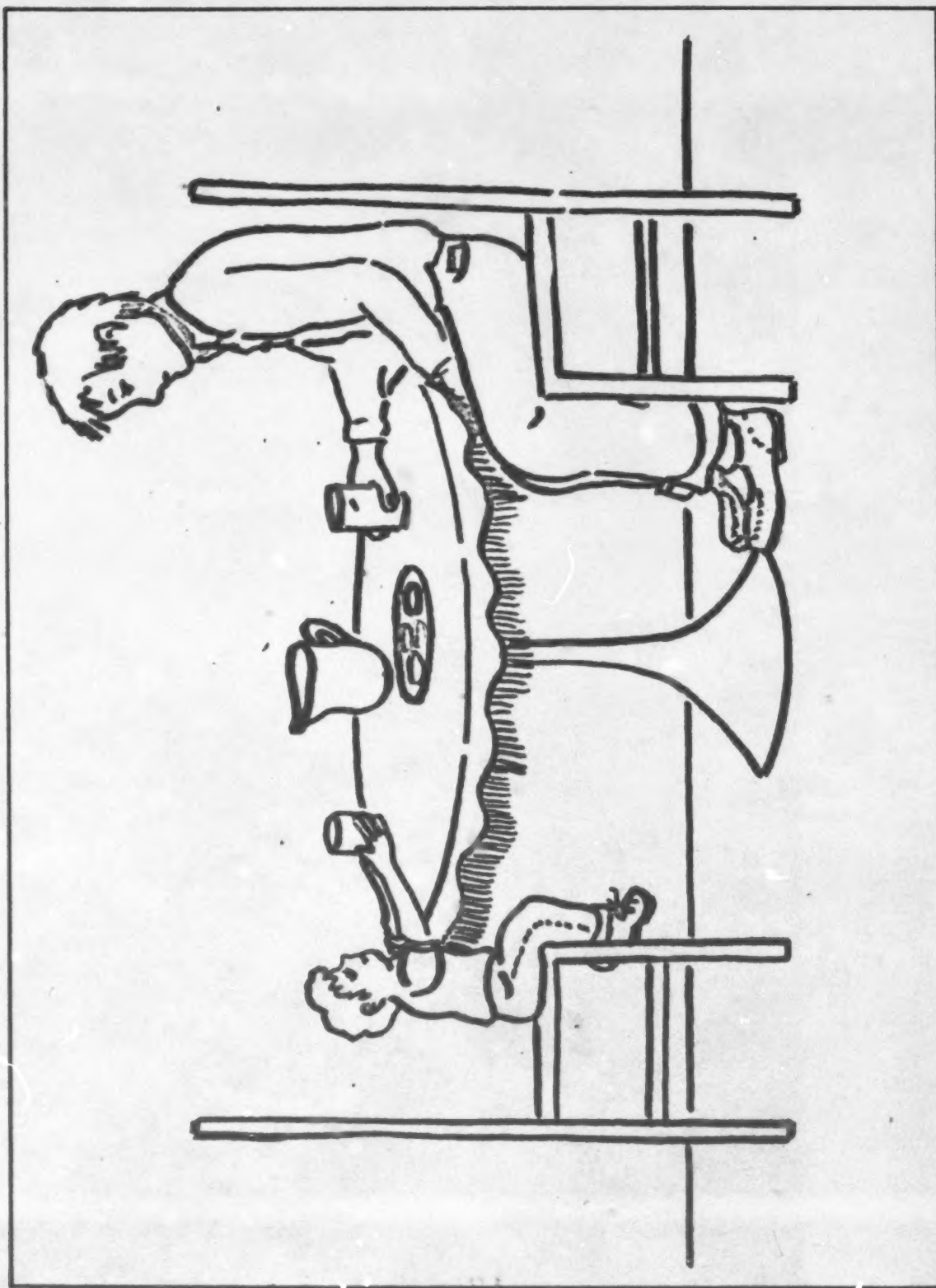
Many similar instances arise in which the child is at a real disadvantage.

Shopping in most stores is difficult because counters are at eye level. The child reaches for something to help himself really see it and he is told, "Don't touch."

Ask children to give other examples and explain what they do to adjust.

SD/Level R/1

"I Can Reach It"



SD/Level 1 R/1

REACT Page

PLANNING

Readiness Level Activity

Performance Objectives

Self-Development Dimension

- . . . tell how each member of a family might influence a family decision.*
- . . . take part in a dramatization which shows how a family can make plans.*

Attitudes and Appreciations Dimension

- . . . show overt appreciation for work of others.*

Subject Matter Concepts

Mathematics

Geometry

Manipulation of basic
solids and planes

Social Studies

Sociology-Anthropology

Membership in a group

Preplanning Suggestions

Drawing paper, paste, and small pieces of colored construction paper
identical in size and shape
Chart or story of a classroom planning situation

PLANNING

Completion of a worthwhile task has value for the worker and for society.

Attitudes and Appreciations

Awareness of oneself within the context of the family structure is important.

Self-Development

The landscaper plans with the people concerned before making final plantings. Several plans may be made to present to the people who will make the final decision. The landscaper sees a variety of ways to use materials. Develop understanding of using the same materials in many ways.

. . . show overt appreciation for work of others. PPO

Give each person in the class a large piece of drawing paper. Distribute many small identical pieces of colored construction paper to each child. Have each child paste the small pieces to the drawing paper. Talk about the resulting picture as a "design." Compare designs. Show approval and appreciation of each design.

Compare these to the variety of designs a landscaper might make.

. . . tell how each member of a family might influence a family decision. PPO

Ask if the family makes plans before entering into activities. Lead children to tell when particular family members have the most influence in planning. If a trip to a play area is planned, the small children may influence the choice. Buying a major item such as a car probably will be planned by the person with the money. However, if the purchase is for the family, the needs of the family will be a major consideration.

Elicit examples of how families include each other in planning. Since family structures are different, the examples will vary.

Awareness of oneself within the context of the family structure is important.

Self-Development

. . . take part in a dramatization which shows how a family can make plans. PPO

Select several situations cited by children to be dramatized. Help children from diverse backgrounds come to a working relationship.

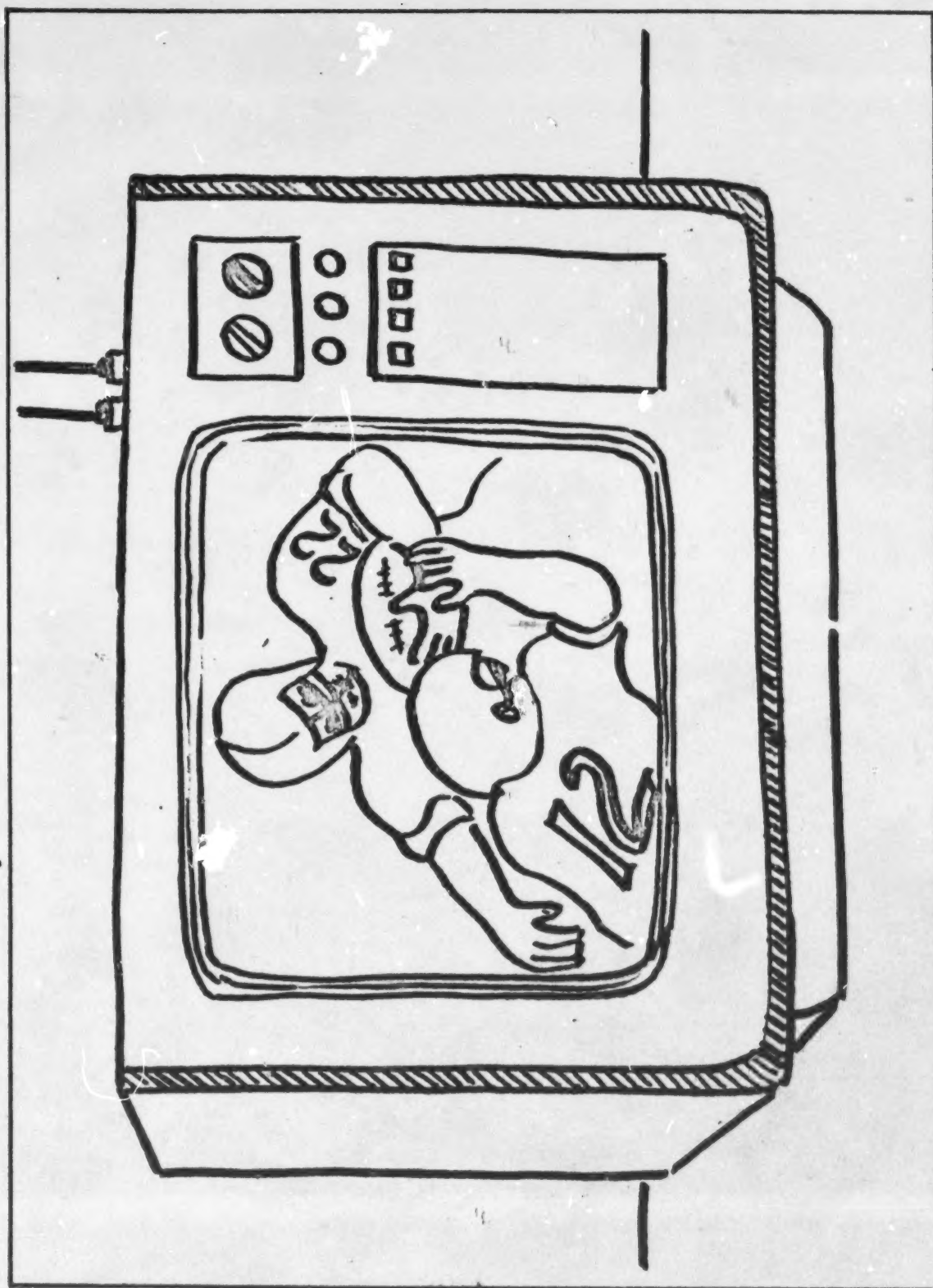
These strategies emphasize development of awareness of one's self in family structure. At the same time children can learn that peers may have different roles in their families.

The REACT page, "Who Decides?" should cause a discussion of who selects the television programs in their homes. Lead children to discuss any formal plans or patterns that are established. Is Father or Big Brother always able to watch his favorite shows? What are the children's times to choose programs?

Lead into a discussion of other kinds of family planning.

SD/Level R/2

"Who Decides?"



SD/Level 1 R/2

REACT Page



TIME OUT

Readiness Level Activity

Performance Objectives

Self-Development Dimension

- . . . tell who reminds about bedtime and what happens when that person is away.
- / . . . give an example of how another person influences his or her own behavior at school.

Career Information Dimension

- . . . identify regular rest periods as a necessity for athletes.

Subject Matter Concepts

Language Arts

Reading

Left-to-right discrimination

Listening and Speaking

Listening for comprehension

Preplanning Suggestions

Materials for making a chart listing of sports or games
Story or poems about rest or sleep as necessary for health
Demonstration clocks

TIME OUT

Career development includes progression through stages of educational and occupational training.

Career Information

An individual is influenced by other people.

Self-Development

Regular rest is good for small children.

... identify regular rest periods as a necessity for athletes. PPO

Athletes also must have rest. As children take their rest periods, comment that athletes also take regular rest breaks. Ask children to name games in which there is a break in the action. Football and basketball have half time periods, boxing has time between rounds, and baseball provides alternating times for players to rest.

Record on a chart or chalkboard the sports children list. The left-to-right action of writing should be called to the attention of the children.

... tell who reminds about bedtime and what happens when that person is away. PPO

Mention to children that if sports provide for time out for a rest, then rest must be pretty important.

Read a story or poem about rest and sleep. Ask who reminds the child to go to bed at night. If any child mentions a regular bedtime, record the information.

Abelard goes to bed at 8:00 p.m.
Rowena goes to bed at 7:00 p.m.

Remind children to watch left-to-right movement as you write. Matching names with individual name cards and setting clocks at the hour are both natural outgrowths of the activity.

An individual is influenced by other people.

Self-Development

. . . give an example of how another person influences his or her own behavior at school.
PPO

Children are restless at rest time. Some children find it very difficult to relax. Recall the planned rest periods in sports. Compliment and call attention to children who do rest at times other than that specified by routine.

The REACT page is supposed to prompt discussion about resting when one is playing by oneself. Ask children why the child is sitting. Among the many reasons children will give, stress the ones that mention rest.

SD/Level R/5

"Rest"



RULES AND PENALTIES

Readiness Level Activity

Performance Objectives

Self-Development Dimension

- . . . identify all classmates by name.*
- . . . identify how members of a group can affect each other.*

Attitudes and Appreciations Dimension

- . . . identify one game played at home or school and tell the rules.*
- . . . describe how following rules can affect the players in a game.*

Educational Awareness Dimension

- . . . identify learning to count as essential to a scorekeeper.*

Subject Matter Concepts

Mathematics
Figural
Bar graphs

Social Studies
Political Science
Classroom and building
rules

Preplanning Suggestions

Tally marks, counting, or other ways of scorekeeping for children's games
Markers, counters, large size graph paper, blocks

RULES AND PENALTIES

A given work setting requires certain policies and procedures.

Attitudes and Appreciations

An individual is influenced by other people.

Self-Development

Work involves the acceptance of responsibility for a task.

Attitudes and Appreciations

Athletes keep in good physical condition. Athletes must also know the rules and procedures of their sport.

. . . identify one game played at home or school and tell the rules. PPO

Start a game of "Simon Says." Make the rules and actions simple enough for all children to be successful most of the time. Ask the class to help decide "If a person makes a mistake, should he miss one turn?" Be sure to keep any exclusion very brief. After all, it is the child who missed who needs the opportunity to play. Children may decide on a better "forfeit" than missing a turn.

. . . identify all classmates by name. PPO

. . . describe how following rules can affect the players in a game. PPO

When games are played, have children review any rules that must be followed. Encourage flexibility in planning rules but be sure that once made the rules are enforced. If the rules seem unfair, call a halt to the game and help children alter the rules.

If children have attended any sports activities or watched sports on television, they should be able to recognize referees, umpires, and scorers as necessary to the games.

Lead children to discuss the idea that each child should be his or her own referee.

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

An individual is influenced by other people.

Self-Development

. . . identify learning to count as essential to a scorekeeper.
PPO

Scorekeeping can be done informally or formally.

Use several approaches to recording scores. Some outdoor games may require counting and remembering. Other games may be scored by using tally marks after a child's name.

An excellent way to keep score is for each child to use markers. For each point a marker is added to a personal stack. The use of counters is suggested at this stage.

Children who can use markers with understanding can progress to simple bar graphing. Squared paper should be provided. For each score or point a block is colored or marked. Numbering is at lines. Children should understand the line shows the top of that block or square.

Stacking block counters the same size as the paper squares will help children see the relationship between objects and their representations.

. . . identify how members of a group can affect each other.
PPO

Children sometimes get involved in a feeling of having to win. Find out, if possible, where this pressure has developed. Probably attendance at professional and high school activities has been the behavior guide. Sometimes family members have been the influence.

Playing a game for fun and intrinsic value is great and highly recommended. The desire to do well is also to be recommended.

Point out that at physical contests it

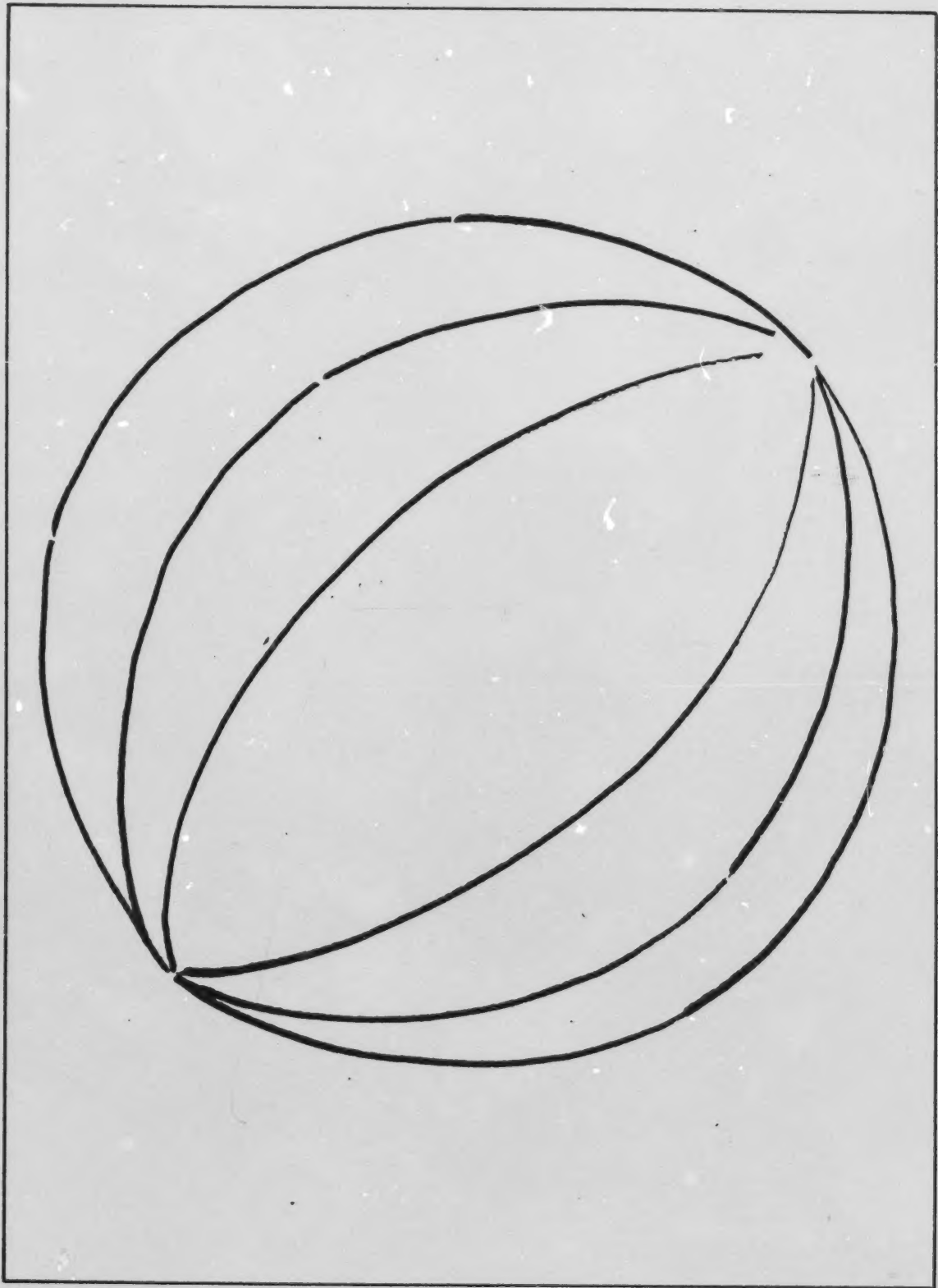
is usually the spectators, not the players, who are loud and who show their feelings. Athletes or players are too engrossed in the game to spend energy on temper tantrums or poor sportsmanship.

The REACT page, "How Would You Use It?," is to prompt discussion of the many different ways to play with the same toy. Emphasize the differences between games one plays alone and the games one plays with others.

Lead children into a discussion of playing with children of many ages and the differences in the leadership of the games.

SD/Level R/6

"How Would You Use It?"



RELATED MATERIALS

Beginning Responsibility: Being a Good Sport (Film, Color, 11-min.) Coronet Instructional Films, Coronet Building, 65 East South Water Street, Chicago, Illinois 60601, 1969.

Hop-Run-Jump: We Exercise with Our Children (Book) Rosa Demeter. The John Day Company, 62 West 45th Street, New York, New York 10036, 1968.

I Can Do It (Worktexts and Activity Sheets) George A. Pflaum, 38 West Fifth Street, Dayton, Ohio 45402, 1971.

Job Puzzles (Picture Puzzles) Developmental Learning Materials, 7440 North Natchez Avenue, Niles, Illinois 60648, 1973.

Kingdom of Could Be You, The: Careers in Recreation (Film, Color, 4-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611, 1973.

Ma Tall and Ma Small (Book) Barbara Brenner. Young Scott Books, Reading, Massachusetts 01867, 1966.

Mothers Work, Too (Filmstrip) Educational Reading Service, 320 Route 17, Mahwah, New Jersey 07430, 1972.

School Problems: Getting Along With Others (Film, Color, 12-min.) Bailey Film Associates, 11559 Santa Monica Boulevard, Los Angeles, California 90025, 1972.

ATHLETES

Physical fitness is demanded of the athlete. To do his best an athlete needs a reasonable amount of exercise in the open air all the year around. Adult athletes have trainers and coaches to show them how to use their energy to the best advantage. Athletes need help in learning to overcome faults and in developing wind and endurance.

During a training season an athlete gets about eight to nine hours sleep every night. After exercise an athlete takes a warm shower and rubdown. These are both excellent for getting muscles relaxed.

Nutritional conditioning affects size, stamina, and strength. Athletes learn which food groups provide their nutritional needs. A first step in preparing for sports competition is regular meals daily. Watching body weight and good nutritional habits are year-round activities.

Athletes have a competitive attitude. The desire to win is part of the serious athlete's makeup. Athletes need to be able to perform well under pressure. The player who can be at the top of ability during competition is best suited for professional sports.

Practice and self-confidence go hand in hand in developing expert athletes. Ability to play determinedly and to prepare mentally is a must for successful competitors. Good athletes have a determination that keeps them practicing when a less determined person would be beyond his level of endurance.

Good sportsmanship includes keeping one's temper. The constant arguer is unpopular with both the team and crowd.

Exercise and a little practice are all the preparation needed by little children. Serious training will do more harm than good to little children.

A Council on Youth Fitness has been called together by the President of the United States to study fitness and urge Americans to do daily exercise. Physical fitness tests for youth are suggested by the Council. General requirements for physical fitness include ability to fight illness; sound heart and healthy breathing systems; strong muscles; speed; agility; flexibility; accuracy of movement; body balance; and coordination.

THIS IS HOME

READINESS LEVEL INFUSION STRATEGY

CAREER DEVELOPMENT FOCUS: An individual should be aware of the tasks that he performs and begin to determine his interests in these tasks.

OCCUPATIONAL FOCUS: Homemaker

ACTIVITIES IN THIS INFUSION STRATEGY

1. Pitch In
2. I'm Hungry
3. The Family Cares



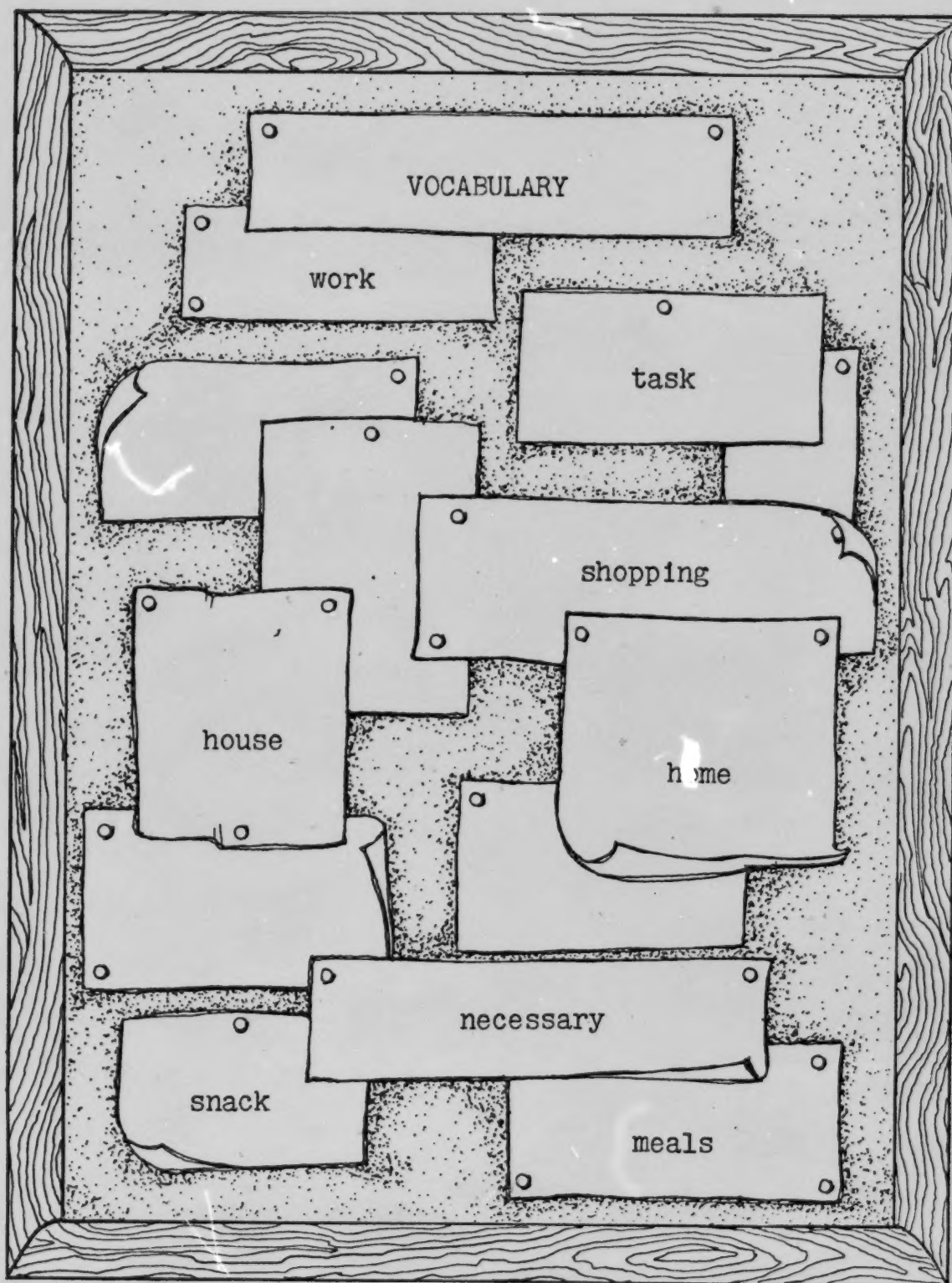
Teacher Goals

Teacher goals of this strategy combine a Self-Development Dimension subconcept with subconcepts from Attitudes and Appreciations, Career Information, and Educational Awareness, and subject matter concepts for the occupation of Homemaker. In this perspective the teacher's goals are to:

Focus children's attention on similarity of tasks at home and at school.

Encourage children to try a wide variety of tasks.

Show the necessity of performing tasks which are uninteresting.



PITCH IN

Readiness Level Activity

Performance Objectives

Self-Development Dimension

- . . . *discuss and compare feelings that accompany interesting and non-interesting tasks related to homemaking.*

Attitudes and Appreciations Dimension

- . . . *describe the effects upon oneself when another person failed to perform a task and vice versa.*
- . . . *identify homemaking tasks that normally involve men or women and discuss whether that expectation is valid.*
- . . . *report on one's own responsibilities for tasks at home.*

Subject Matter Concepts

Social Studies
Sociology-Anthropology
Membership in a group
Individuality and responsibility

Preplanning Suggestions

Materials for making a class record of tasks at home and at school
Bulletin board space to be completed by children's work
Magazines and drawing material

PITCH IN

An individual should be aware of the tasks that he performs and begin to determine his interests in these tasks.

Self-Development

Work involves the acceptance of responsibility for a task.

Attitudes and Appreciations

Heavy cleaning is beyond the limits of children's abilities. However, children can do many less fatiguing tasks at home. The same attitude should be adopted at school. Daily tasks of housekeeping certainly need to be done by children. One day at school deliberately omit doing a routine housekeeping task which is needed to make activities run smoothly. Or, if the trauma is too much, leave some personal possessions where they do not belong. The teacher's sweater draped over the easel would be a real switch (maybe). Watch to see what children do about the uncompleted "teacher's work."

. . . discuss and compare feelings that accompany interesting and non-interesting tasks related to homemaking. PPO

. . . describe the effects upon oneself when another person failed to perform a task and vice versa. PPO

When the omitted task becomes apparent to children, remark that you just didn't feel like doing whatever it was that needed doing. Perhaps no paint has been mixed, the projector hasn't been ordered, or straws or graham crackers haven't been replenished.

Elicit from children suggestions about what should be done. Avoid apologizing. Lead children into a discussion of who was inconvenienced and what the consequences are to the class. Lead the discussion into suggestions for solving the immediate classroom problem.

Later plan a discussion of home tasks assigned to children. Record the kinds of tasks actually assigned for future use.

A great many tasks can be performed by men or women.

Attitudes and Appreciations

Work involves the acceptance of responsibility for a task.

Attitudes and Appreciations

As each task is discussed get the children's reactions. Point out that children do not agree on what they like to do. Some children like to help in the kitchen; others prefer outdoor work and so on.

. . . identify homemaking tasks that normally involve men or women and discuss whether that expectation is valid. PPO

As a home task is named ask who does the task with or instead of the child. If, in general, the work is male or female in practice, try to have the children decide why it is so described.

Look for similar tasks in the classroom and try to have both boys and girls volunteer to do the task. Point out that tall children might be able to hang up coats of smaller children if the hooks are difficult to reach. Counting supplies can be the job of a pair of children--one of whom can count and one who needs practice.

Avoid assigning tasks with the accompanying remarks, "Let the boys do that" or "That is a job for girls." Teacher attitude will have an effect on the attitude of a child.

. . . report on one's own responsibilities for tasks at home. PPO

Post the list of home tasks children had mentioned as assigned. During the school day try to ask each child if he completed the task the day before. Attach no value judgment. Let that be the task of the child.

Develop a bulletin board "Work I Like To Do" or with a similar child-selected title. Have children draw or paint pictures or cut pictures from magazines. to show the kinds and varieties of tasks

that appeal to them. Point out similarities to homemaking tasks if pictures are non-homemaking.

Lead children into understanding that the work setting often influences whether or not a task is appealing.

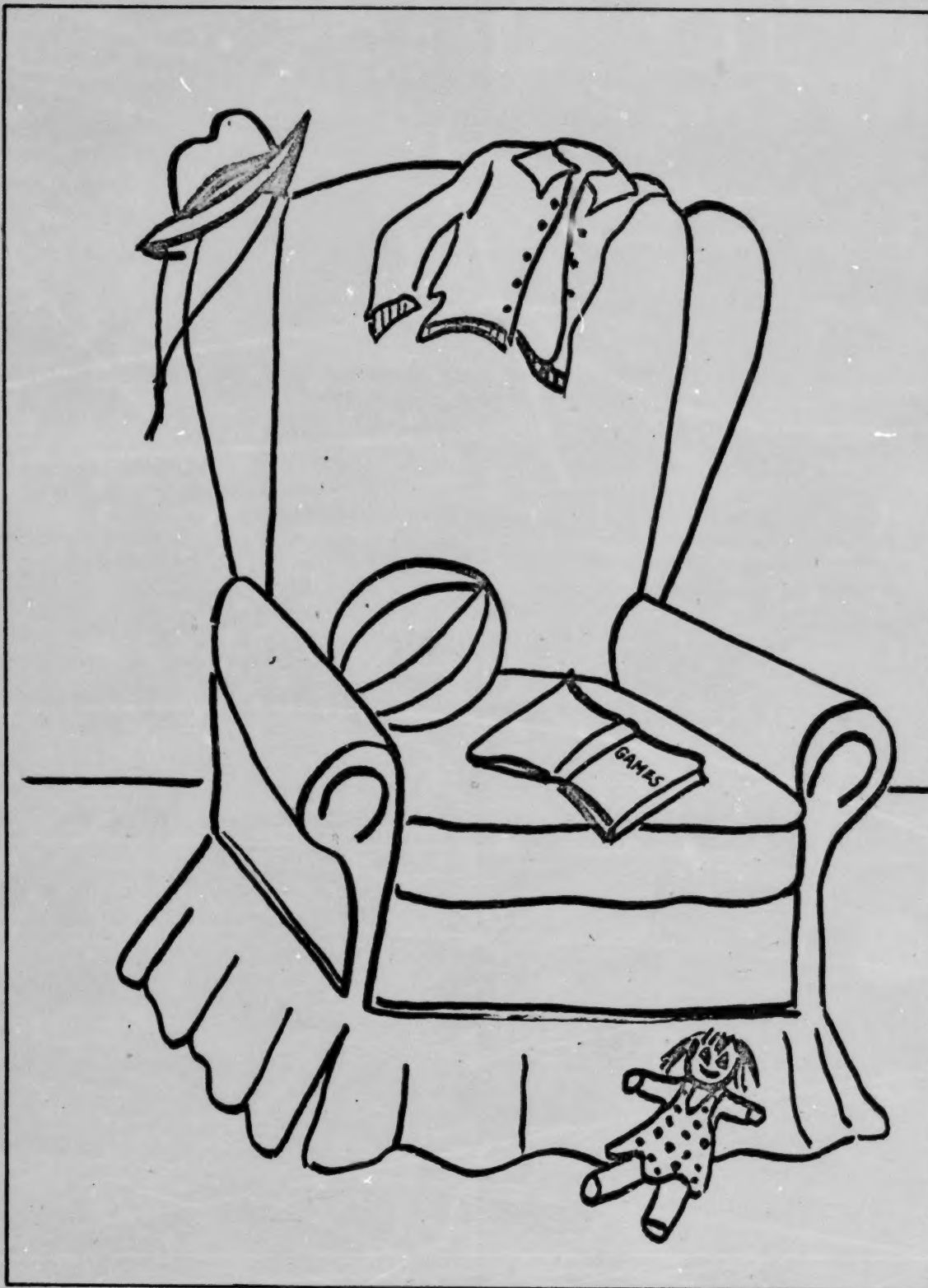
Emphasize the necessity for continual effort needed to accomplish successful homemaking. Be particularly demanding about the accomplishment of assigned and unassigned work done in the classroom. Be certain to praise accomplishment rather than condemning failure.

The REACT page, "Where Do They Belong?," shows a child's possessions obviously out of place. Lead children to discuss their responsibility about care of their own things.

Point out that families operate in different ways. Try to help children understand that interest in a task can develop along with the respect one has for others. The interest in being cooperative and helpful to associates can be reflected in the interest one shows in work.

SD/Level R/7

"Where Do They Belong?"



212

I'M HUNGRY

Readiness Level Activity

Performance Objectives

Self-Development Dimension

. . . *report involvement in any tasks related to mealtime at home.*

Attitudes and Appreciations Dimension

. . . *cite helping with food preparation and service as suitable for either men or women.*

Educational Awareness Dimension

. . . *identify observation as a way to learn about table settings and service.*

. . . *cite planning, shopping, and food preparation as prerequisites to serving a meal.*

Subject Matter Concepts

Language Arts

Reading

Patterns of organization:
cause-effect, sequence

Social Studies

Sociology-Anthropology

Contact with others is
needed.

Economics

Differences between goods
and services

Preplanning Suggestions

Copies of home tasks listed by children

Materials for a written chart of food-related tasks performed by
children

I'M HUNGRY

An individual should be aware of the tasks that he performs and begin to determine his interests in these tasks.

Self-Development

Food continues to be a magnet that attracts all family members. Each individual expresses opinions either vocally or in the behavior exhibited by eating or not eating.

The homemaker goes through a series of activities which culminate in meals and snacks. Children can be involved to some degree in each of the activities.

Shopping, preparation, and serving present obvious sequence to children. Less apparent to children are budgeting, knowing what foods are in the home, how many people will be eating, personal likes and dislikes, storage and care of cooked and uncooked food, and nutrition.

Remind children that all the room tasks are shared by boys and girls. So, too, can all food preparation tasks of any homemaker be shared by women and men.

Review the food related tasks children have listed as doing. Read them to the group, then suggest putting the tasks in a sequential order. To introduce the idea of sequence give examples other than the food-related tasks. For fun ask children to tell you what is wrong with stories you will tell.

"This morning I ate breakfast then I woke up."

"I came to school on the bus this morning then I got up and dressed."

Have children make up a series of ridiculously sequenced paragraphs.

. . . report involvement in any tasks related to mealtime at home.
PPO

Ask children to tell about tasks they have at home which are related to

Career-oriented learning may take place in school or out of school.

Educational Awareness

A great many tasks can be performed by men or women.

Attitudes, and Appreciations

Learning achievement depends upon effort and ability.

Educational Awareness

mealtimes or snack times.

Make a written list of the tasks children talk about. Probable tasks are set the table, go to the store, and help with dishes.

. . . identify observation as a way to learn about table settings and service. PPO

Remind children that many of these same tasks are done at school for snack time. Children place napkins and milk in one-to-one table settings. When supplies are low children can go to the central supply area. After snack time someone checks the clean-up activities.

. . . cite helping with food preparation and service as suitable for either men or women. PPO

. . . cite planning, shopping, and food preparation as pre-requisites to serving a meal. PPO

Use the sequential aspects of preparing meals as a basis for dramatizations. Lead children to recognize that interaction with other people is a constant, regardless of the activity.

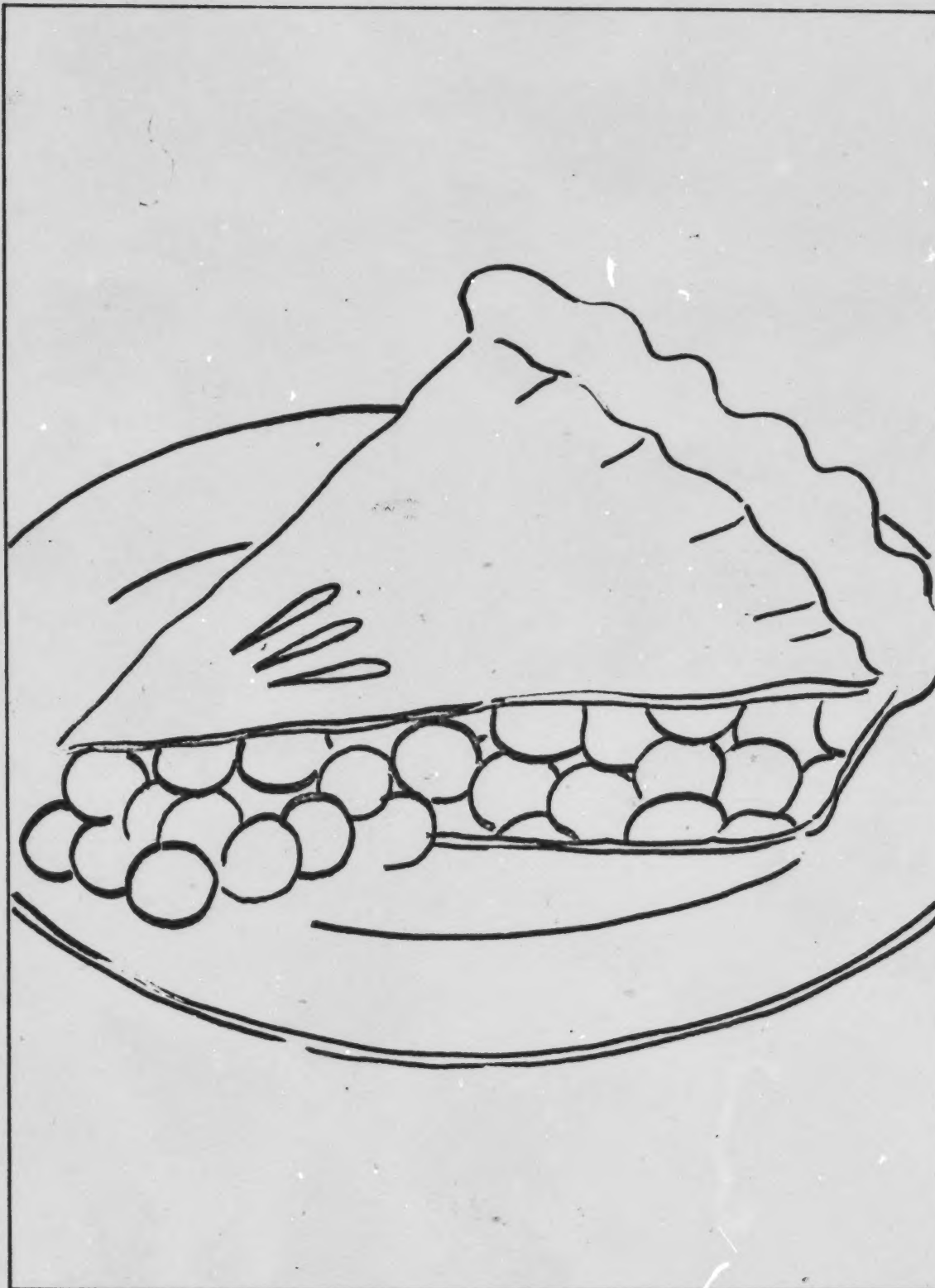
Discuss which part of the whole sequential process children enjoy. Some children like being able to suggest foods to be served. Other children may like going to the store while still others enjoy helping with actual food preparation.

The REACT page, "How Did It Get Here?," shows food. The questions to ask children should lead to tracing products in the pie. As products are traced, include the idea of workers involved. The cherry pie may be made by mother or the baker. Other people picked

cherries from trees, planted trees,
and so on.

SD/Level R/8

"How Did It Get Here?"



217

THE FAMILY CARES
Readiness Level Activity

Performance Objectives

Self-Development Dimension

- . . . *discuss and compare feelings that accompany interesting and non-interesting tasks related to daily living.*
- . . . *describe a home task in which the individual is interested.*

Attitudes and Appreciations Dimension

- . . . *describe a homemaking task as an acceptance of responsibility to others.*

Subject Matter Concepts

Science
Scientific Method
Categorization

Social Studies
Economics
Division of labor in home

Preplanning Suggestions

Film or filmstrip that children might enjoy
An uncompleted classroom task
Art materials for children's work

THE FAMILY CARES

An individual should be aware of the tasks that he performs and begin to determine his interests in these tasks.

Self-Development

Work involves the acceptance of responsibility for a task.

Attitudes and Appreciations

The homemaker can encompass any range of activities. The term is used in these activities in the broadest sense.

. . . discuss and compare feelings that accompany interesting and non-interesting tasks related to daily living. PPO

Family care includes all the aspects of homemaking and family living. In this strategy attention is focused on recreation.

Adults in the family need to plan their time so that each individual assumes her or his share of responsibilities. The places and times of employment of each person must be considered. Individuals must also be considered by recognizing which tasks are interesting or non-interesting to the individual.

Choose any activity children enjoy. Follow the procedure suggested here. Show a film or filmstrip that is particularly appealing to children. Just before the film ask if anyone would "straighten up the bookshelf while the rest of us watch the film." Any other task would do as well. Proceed with the film whether or not there are volunteers.

*. . . describe a homemaking task
an acceptance of responsibility
to others. PPO*

After the film activities are completed, ask why there were or weren't volunteers to "straighten the books on the shelf." Lead children to understand that the same thing happens at home. Sometimes tasks need to be done and someone must do the task at the expense of joining a group activity or family recreation.

An individual should be aware of the tasks that he performs and begin to determine his interests in these tasks.

Self-Development

Ask if one person could "straighten the books" faster alone or with help. Draw parallels between this task and home tasks.

Elicit from children what tasks seem interesting and what tasks seem uninteresting to them. Recall that children and adults look at things from a different point of view.

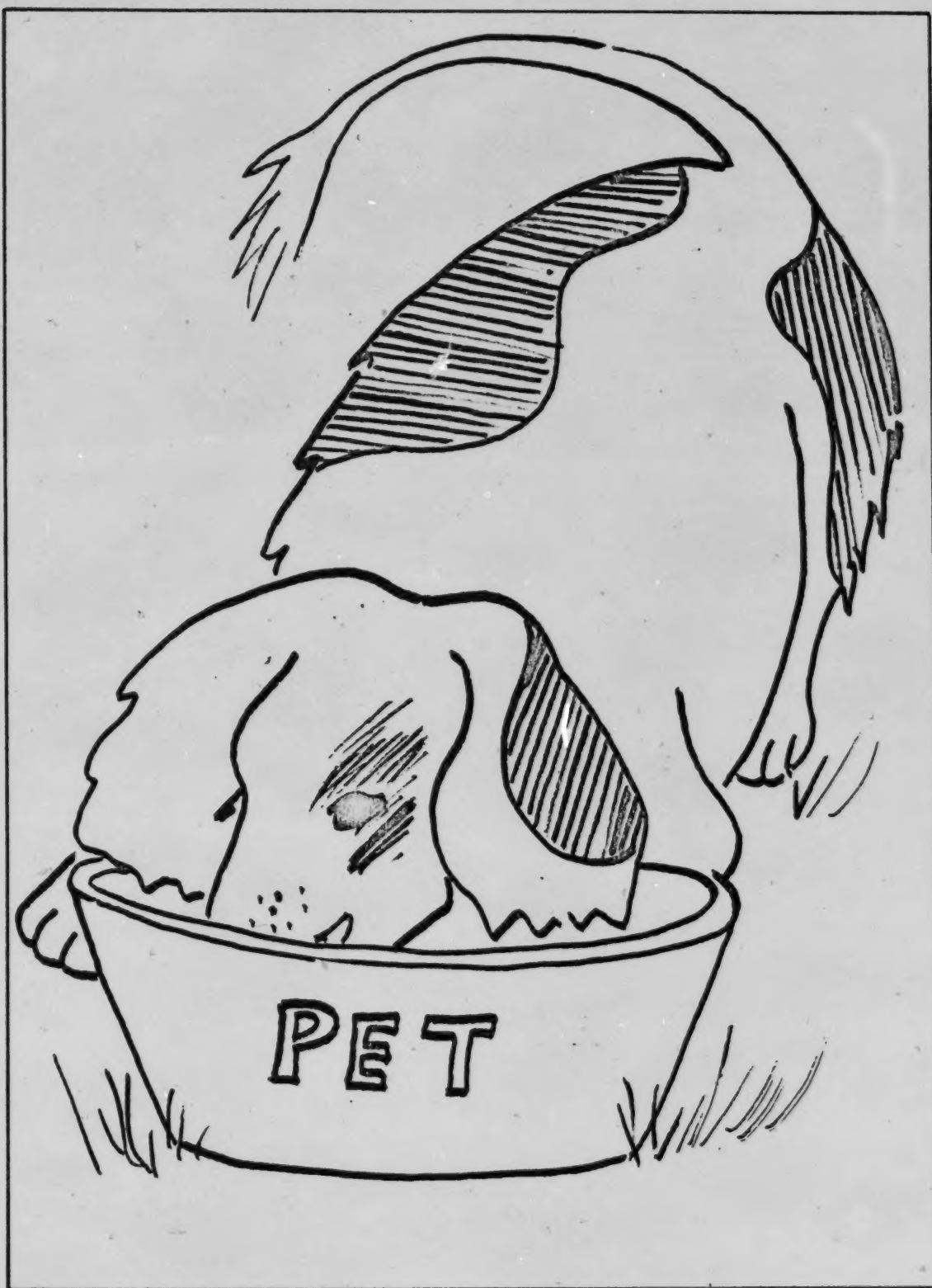
. . . describe a home task in which the individual is interested. PPO

Ask children to illustrate the home-making task that appeals most to the individual. Compare children's ideas. Discuss other possibilities for tasks for children.

The REACT page, "Feeding a Pet," is related to the necessity of regular care for pets. The same task may vary from uninteresting to exciting.

SD/Level R/9

"Feeding a Pet"



RELATED MATERIALS

About Family Helpers (Book) Elaine Hoffman and Jane Hefflefinger. Melmont Publishers, Inc., 1224 West Van Buren Street, Chicago, Illinois 60607, 1967.

Career Mothers (Sound Filmstrip) Valiant, Inc., 237 Washington Avenue, Hackensack, New Jersey 07602, 1972.

Home Series, The (Filmstrip) Long Film Slide Service, 7505 Fairmount Avenue, El Cerrito, California 94530, 1970.

I Want to Be a Homemaker (Book) Carla Greene. Childrens Press, Inc., 1224 West Van Buren Street, Chicago, Illinois 60607, 1961.

If I Were a Mother (Book) Kazul Mizumura. Thomas Y. Crowell Company, 201 Park Avenue South, New York, New York 10003.

Kingdom of Could Be You, The: Careers in Consumer Services (Film, Color, 4-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611, 1973.

Mothers--What They Do (Film) Curtis Audio Visual Materials, Curtis Publishing Company, Independence Square, Philadelphia, Pennsylvania 19105, 1968.

Mothers Work, Too (Filmstrip) Educational Reading Service, 320 Route 17, Mahwah, New Jersey 07430, 1972.

Sam (Book) Ann Herbert Scott. McGraw-Hill Book Company, Inc., 1221 Avenue of the Americas, New York, New York 10020, 1968.

Things We Do and Use Around the House (Transparencies) Western Publishing Education, 1220 Mound Avenue, Racine, Wisconsin 53404, 1967.

HOMEMAKER

At one time, a woman's job was generally home-based. Today, many women combine marriage with work outside the home. What reasons are behind the woman's new role in the world of work? Among the most important is the availability of many labor-saving devices in the home. Too, many women find fulfillment in working roles, as well as in the roles as wives and mothers. The need for extra income also sends many women into the labor force. With the wife working outside the home, husbands are assuming a greater share of homemaking responsibility. The day-to-day activities of the homemaker are in the province of all persons who live in the home.

The main job of the home manager is to keep the family happy during the continual adjustments which the family must make. Planning is an essential part of management. Values must be determined and decisions made almost minute by minute. Knowledge used wisely in making on-the-spot decisions, or the application of common sense, has a tendency to make for happy family living.

Home management is involved in every aspect of family living. The abilities of family members to get along together or to adjust to new situations are management concerns. The day-in-day-out concern that family members be fed regularly is also a part of home management. So too is the problem of providing suitable clothing for every family member. When to paint, what equipment to buy, and where to live--these are matters of management. To keep the home warm during the winter, comfortably cool during the summer, and dry throughout the year calls for management. Too, the well-managed home, while kept neat enough for health and safety, is also planned for comfort, convenience, and privacy.

Providing for the health and safety of all family members is a management problem. If family members are to remain healthy, certain needs must be met. Food and clothing must be provided. Adequate housing is necessary. The housing must provide proper heating and ventilation. It must also provide for proper disposal of wastes. For good health, there must be protection against pests. Finally, there must be provision for the emotional health of the family. The emotionally happy family will enjoy being together whether they are sharing necessary work or enjoying leisure time.

Regular visits to a clinic or the family doctor will insure family members of receiving needed inoculations at the proper time. Regular medical and dental checkups also allow the specialists to notice and treat health problems which could become major difficulties if allowed to go untended. During regular health checkups, the medical specialists can also help the family plan to improve their general health practices.

The families will be better prepared to take care of home emergencies if plans have been made before emergencies arise. A well-stocked medicine cabinet will enable them to treat the minor cuts and burns that occur frequently. A knowledge of proper first-aid treatment will help them to know what to do and when to do it. Such knowledge may prevent minor emergencies from becoming major ones.

The task of preparing meals is made easier when food and utensils are properly stored. Canned foods, staples, fresh produce, and meats should be put away as soon as they are brought into the house. Only in this way can food successfully retain the nutritive value it held at the time it was purchased. Meals can be prepared with a minimum of effort when each pot and pan and each type of food is always stored in a given place.

It is easy to keep a bathroom in good order if each person who uses it checks its condition and tidies it after each use. At least once each day someone must check a bathroom for other needs. The wastebasket must be emptied regularly. Paper goods must be replenished. There may be a clothes hamper containing damp clothes which should be taken to the laundry area. Perhaps fresh towels or a clean bath mat is needed. The mirror needs to be checked for soap splashes and shined if necessary.

The general living areas of the home require straightening each day.

In order to have a well-cared-for home, each room must be cleaned regularly. Just how often a thorough cleaning is required for each room depends on how the room is used, what type of dirt builds up in the room, and how much danger to general family health results from failure to clean the room.

The walls and ceilings of a room gradually build up a film of dirt which can cause the whole room to look worn out. This dirt is often noticeable around the heating outlets or the windows. At least once a year, a check of each room is needed to see if special cleaning is required.

Furnaces, water heaters, air conditioners, and similar appliances need special cleaning and servicing. Refrigerators and freezers may need defrosting and thorough cleaning. Follow the manufacturer's instructions or check with the utility companies in order to learn what care is needed to keep each piece of equipment in good working order.

A clean, well-cared-for approach to a home is pleasing to friends and neighbors as they come to call. Too, the outside of a home gives strangers their first impression of a family. Even the young children in the family can learn to keep the sidewalks and hallways neat. Stray papers and trash can be picked up and discarded whenever they are noticed. Tools and toys can be placed where they belong. Those who pass are quick to recognize homes and neighborhoods where people are concerned with the appearance of their home.

Neatness outside the home involves more than picking up as one goes along. Plants in yards or window boxes require routine care. Plant trimmings, scattered blossoms and leaves, and grass cuttings must be swept or raked up and discarded. Sidewalks may need to be swept and washed in summer or kept clear of ice and snow in winter.

Homemaking is becoming less sex-oriented. Men now take on some aspects of the homemaker's role. Joint planning by a family can make each family member a homemaker.

MASTER INDEX OF INFUSION STRATEGY CONTENTS

CB - COPING BEHAVIORS	LS - LIFESTYLE
DM - DECISION MAKING	SD - SELF-DEVELOPMENT

First Experience Level

LANGUAGE ARTS

Dimension	Infusion Strategy	Occupation	Activity	Subject Matter	Page
(Grammar and Usage)					
DM	Things Look Different	Pilot	Listen to Ground Control	Building sentences about cause or condition	306
SD	All the World	Actor	As I Do It	Uses of language: express feelings, describe	408
(Listening and Speaking)					
CB	I Protect You	Policeman	It Has to be Written	Noting and remembering details	247
DM	Things Look Different	Pilot	Listen to Ground Control	Choose right word meaning in oral exercises "Let's talk" lessons Listening to note details	306
DM	Things Look Different	Pilot	Plotting a Course	Listening for information Listen to note details	316
DM	Things Are Getting Better	Licensed Practical Nurse	I Like People	Listen to interpret feelings "Let's talk" lessons	346
DM	Things Are Getting Better	Licensed Practical Nurse	Where I Work	Noting and remembering details Choose correct word meanings in oral sentences.	361
LS	Coming Attractions	Theater Manager	Alike and Different	Choosing correct word meaning Listening comprehension	389
(Reading)					
CB	I Protect You	Policeman	Watch Out	Understanding sentences	239
CB	I Protect You	Policeman	Help Me Find It	Main ideas and details	253
CB	Going Below	Diver	Why Dive?	Picture reading Picture dictionary	287
DM	Things Look Different	Pilot	Places to Work	Understanding sentences	321
DM	Things Are Getting Better	Licensed Practical Nurse	Where I Work	Main ideas Understanding sentences Visual discrimination	361
SD	All the World	Actor	As I Do It	Patterns of organization Understanding sentences	408
SD	All the World	Actor	The Show Must Go On	Understanding sentences	413
(Writing Skills)					
CB	I Protect You	Policeman	It Has to Be Written	Beginning manuscript writing	247
CB	I Protect You	Policeman	Help Me Find It	Beginning manuscript writing	253
CB	Going Below	Diver	Senses	Vocabulary building	274
SD	At Your Service	Deliveryman	How Much or How Many?	Print name, simple words	434

First Experience Level

MATHEMATICS

(Facts and Operations)					
CB	I Protect You	Policeman	It Has to Be Written	Counting	247
CB	I Protect You	Policeman	Help Me Find It	Cardinal numbers	253
DM	Things Look Different	Pilot	Listen to Ground Control	Cardinals to 100	306
DM	Things Look Different	Pilot	Pilots Use Dials	Cardinals to 100 Use of > <	326
DM	Things Are Getting Better	Licensed Practical Nurse	How Many Today	Skips through 10 Cardinals to 100 Counting by 2's	338
DM	Things Are Getting Better	Licensed Practical Nurse	How Much or How Many?	Counting by 1's, 2's	350
SD	All the World	Actor	Only One	Counting members of a set	419
SD	At Your Service	Deliveryman	How Much or How Many?	Counting	434
SD	At Your Service	Deliveryman	Convenience	Cardinal numbers Counting	447

<u>Dimension</u>	<u>Infusion Strategy</u>	<u>Occupation</u>	<u>Activity</u>	<u>Subject Matter</u>	<u>Page</u>
(Geometry)					
DM	Things Look Different	Pilot	Pilots Use Dials	Number line, identify number order	326
(Measurement)					
CB	I Protect You	Policeman	Watch Out	Time	239
CB	I Protect You	Policeman	It Has to Be Written	Time	247
CB	Going Below	Diver	Skills and Tasks	Time	281
DM	Things Are Getting Better	Licensed Practical Nurse	Knowing When and How Many	Time	338
DM	Things Are Getting Better	Licensed Practical Nurse	How Long Do I Work?	Time	356
LS	Coming Attractions	Theater Manager	Wage Earners	Time Money	377
LS	Coming Attractions	Theater Manager	Now Playing	Time	396
SD	At Your Service	Deliveryman	How Much or How Many?	Weight	434
(Problem Solving)					
DM	Things Are Getting Better	Licensed Practical Nurse	How Many Today	Combining groups in oral stories	350
SD	All the World	Actor	Only One	Combining and separating groups	419
SD	At Your Service	Deliveryman	How Much or How Many?	One-step problems	434

First Experience Level

SCIENCE

(Biology)					
SD	Nandy Interests	Ranch Hand	All Kinds of Ranches	Animals are different in size, structure Living things grow.	462
(Scientific Method)					
CB	Going Below	Diver	Senses	We observe with our senses.	274
CB	Going Below	Diver	Skills and Tasks	Describe, find similarities and differences	281
CB	Going Below	Diver	Why Dive?	Describe, find similarities and differences	287
LS	Coming Attractions	Theater Manager	Alike and Different	Describe, find similarities and differences	389
SD	At Your Service	Deliveryman	Try This One	Categorizations	441

First Experience Level

SOCIAL STUDIES

(Economics)					
CB	Going Below	Diver	Tugging to Tell	Work is a basis for role differentiation.	294
DM	Things Look Different	Pilot	Places to Work	Work is a basis for role differentiation.	321
LS	Coming Attractions	Theater Manager	Wage Earners	Work is a basis for role differentiation. Earning money	377
LS	Coming Attractions	Theater Manager	Hello, Good-By	Earning money Production of goods and services	382
LS	Coming Attractions	Theater Manager	Alike and Different	Work is a basis for role differentiation. Division of labor	389
SD	At Your Service	Deliveryman	Try This One	Needs and wants	441
SD	Nandy Interests	Ranch Hand	What Would You Like to Do?	Division of labor Production of goods and services	467

<u>Dimension</u>	<u>Infusion Strategy</u>	<u>Occupation</u>	<u>Activity</u>	<u>Subject Matter</u>	<u>Page</u>
(Geography)					
DM	Things Look Different	Pilot	Plotting a Course	Trace routes on simple map. Use of symbols	316
(Political Science)					
CB	I Protect You	Policeman	Watch Out	Community rights and requirements	239
CB	I Protect You	Policeman	Who Decided That?	Laws regulate behavior. Community rights and requirements Individual rights Family and school rules	259
SD	At Your Service	Deliveryman	Convenience	Laws regulate behavior.	447
SD	Handy Interests	Ranch Hand	What Would You Like to Do?	Individual rights	467
(Sociology-Anthropology)					
CB	I Protect You	Policeman	Watch Out	Values and purposes in behavior Dependence upon others	239
CB	I Protect You	Policeman	Help Me Find It	Dependence upon others	253
CB	Going Below	Diver	Tugging to Tell	Dependence upon others	294
DM	Things Look Different	Pilot	Listen To Ground Control	Values and purposes in behavior	306
DM	Things Are Getting Better	Licensed Practical Nurse	Knowing When and How Many	Dependence upon others Values and purposes in behavior	338
DM	Things Are Getting Better	Licensed Practical Nurse	I Like People	Individual characteristics	346
DM	Things Are Getting Better	Licensed Practical Nurse	Where I Work	Individual characteristics	361
LS	Coming Attractions	Theater Manager	The Show Must Go On	Dependence upon others Family as basic social unit Values and purposes in behavior	372
LS	Coming Attractions	Theater Manager	Wage Earners	Family as basic social unit	377
LS	Coming Attractions	Theater Manager	Hello, Good-By	Lifestyles differ with time and place. Family as basic social unit	382
LS	Coming Attractions	Theater Manager	Now Playing	Individual characteristics	396
SD	All the World	Actor	The Show Must Go On	Memberships in a group Dependence upon others Values and purposes in behavior	413
SD	All the World	Actor	Only One	Individual characteristics	419
SD	At Your Service	Deliveryman	Try This One	Values and purposes in behavior	441
SD	At Your Service	Deliveryman	Convenience	Values and purposes in behavior	447
SD	Handy Interests	Ranch Hand	Safe, Show, or Rodeo	Lifestyles differ with time and place. Values and purposes in behavior	472

I PROTECT YOU

FIRST EXPERIENCE LEVEL INFUSION STRATEGY

CAREER DEVELOPMENT FOCUS: An individual should learn to cope with the rights and feelings of others.

OCCUPATIONAL FOCUS: Policeperson

ACTIVITIES

IN THIS INFUSION STRATEGY

1. Watch Out
2. It Has To Be Written
3. Help Me Find It
4. Who Decided That?



Teacher Goals

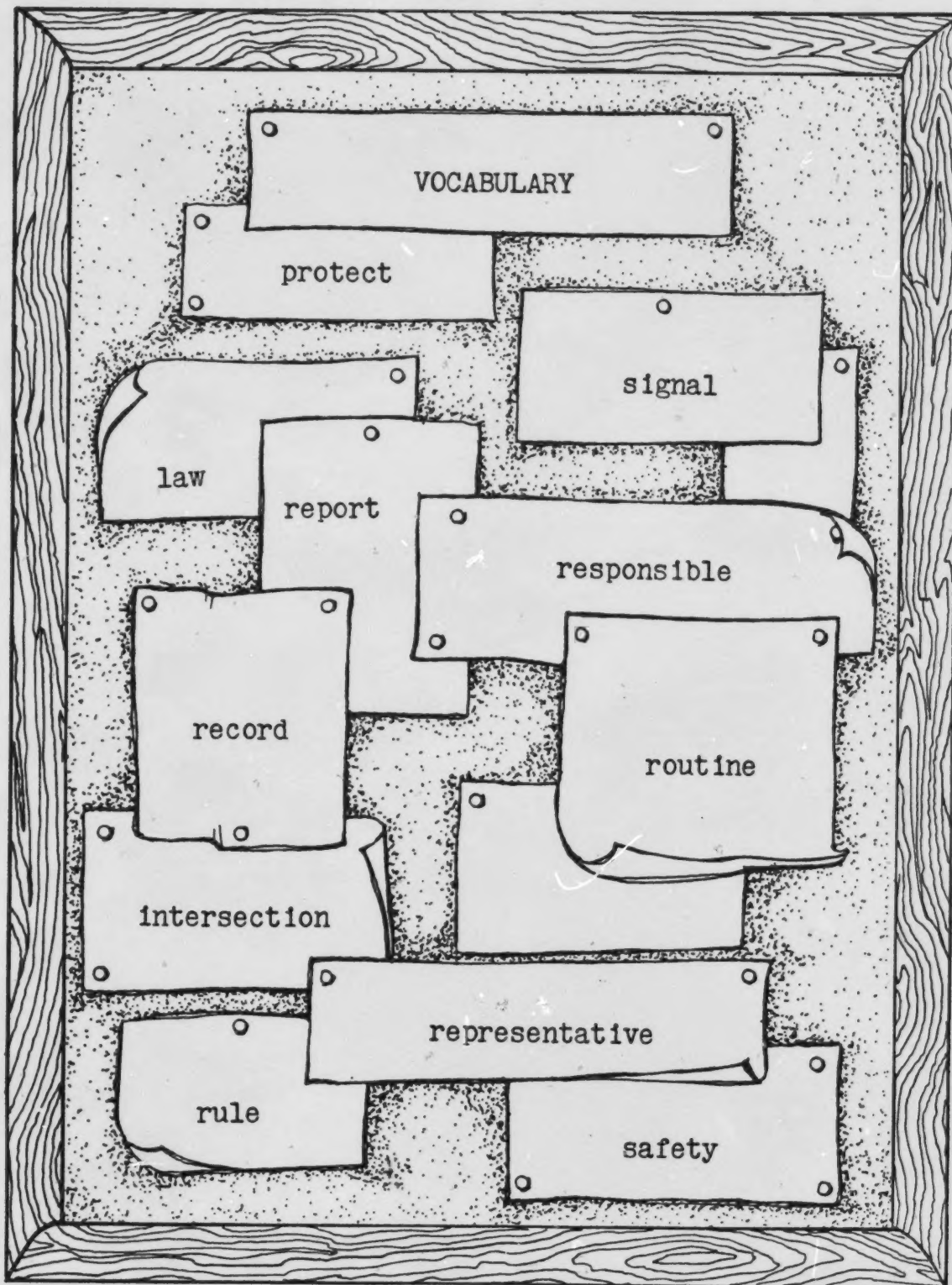
Teacher goals of this strategy combine a Coping Behaviors Dimension subconcept with subconcepts from Attitudes and Appreciations, Career Information, and Educational Awareness, and subject matter concepts for the occupation of Policeman. In this perspective the teacher's goals are to:

Represent policemen as humans who are responsible for helping society follow the laws that society has established.

Help children understand that children and adults have an effect on each other.

Lead a child to recognize that the rights and feelings of others must be a concern of each individual.

Help children understand that a policeman must keep written records.



WATCH OUT

First Experience Level Activity

Performance Objectives

Coping Behaviors Dimension

- . . . *describe a situation where he was put in danger because someone was unfair in traffic.*
- . . . *cite an example of a traffic rule which shows respect for others.*
- . . . *describe how people should act when the policeman stops them for a traffic violation.*

Career Information Dimension

- . . . *name workers in three different occupations that are concerned about traffic safety.*
- . . . *describe a situation in which a traffic policeman would be needed.*
- . . . *describe two kinds of traffic problems which a policeman watches.*

Educational Awareness Dimension

- . . . *identify where he learned about traffic safety.*

Subject Matter Concepts

Social Studies
Political Science
Community rights and requirements
Sociology-Anthropology
Values and purposes in behavior
Dependence upon others

Language Arts
Reading
Understanding sentences
Mathematics
Measurement
Time

Preplanning Suggestions

Materials for a chart or poster

Copy of state highway traffic laws from the Driver's License Division

Traffic signs (STOP, GO, SLOW, etc.)

WATCH OUT

Career-oriented learning may take place in school or out of school.

Educational Awareness

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

An individual should learn to cope with the rights and feelings of others.

Coping Behaviors

Safety is encouraged, almost dictated, by adults who know the consequences of unsafe practices. Small children simply have not yet lived long enough to do more than verbalize most safety concepts. Police are intimately related to traffic safety.

. . . identify where he learned about traffic safety. PPO

Most children understand that a relationship exists between police and traffic safety. The suggestions in this infusion strategy combine the idea of enforcement of traffic safety as part of a policeman's role along with consideration of thoughts and feelings of others.

. . . name workers in three different occupations that are concerned about traffic safety.

People in many other occupations are also concerned with traffic safety. Drivers of commercial vehicles, state drivers license examiners, insurance underwriters, and auto manufacturers are all involved in traffic safety. The strategy can be adopted for a variety of occupations.

. . . describe a situation where he was put in danger because someone was unfair in traffic. PPO

Ask the class for suggestions about traffic safety rules children should know and use. Discuss the idea that traffic safety really involves being courteous to other people. Doing something because you are "right" sometimes can cause accidents. One has to recognize that unfairness is really very dangerous in regard to traffic

An individual should learn to cope with the rights and feelings of others.

Coping Behaviors

Occupations have their own work settings.

Career Information

safety. Children can cite instances where they gave away their "rights" because of safety. Make a chart story or poster of traffic rules children suggest.

TRAFFIC SAFETY

Walk on sidewalks.
Walk on streets and roads on the left, facing cars.
Cross streets at corners or at marked crossings.
Look both ways before crossing a street.
Play away from streets and roads.

Have a copy of state traffic laws and city traffic laws so that children understand that a code of laws really exists.

A traffic policeman might be available for an interview or may be willing to be a resource person. State and local police will provide copies of a variety of publications about traffic safety.

After the chart story has been completed and used for reading lessons, review each statement and develop the reason the rule is needed.

. . . cite an example of a traffic rule which shows respect for others. PPO

Point out that you obey rules of society if you are really concerned about the rights and feelings of others. Review again each traffic rule on the chart.

. . . describe a situation in which a traffic policeman would be needed. PPO

Occupations have their own work settings.

Career Information

An individual should learn to cope with the rights and feelings of others.

Coping Behaviors

This time emphasize that certain times of day or certain locations require more than an individual's watchfulness. List times and places about which a traffic policeman must be particularly concerned--school crossings at 8:00, 12:00, 1:00, and 3:30 and any major intersections at 7:30 in the morning and 5:00 in the evening. Areas near sports stadiums or fairs have seasonal traffic problems which require police to direct traffic.

Dramatize traffic jams. Choose a policeman from the group. Some children can be trucks or cars; other children can be pedestrians.

Establish an area as an intersection. Teach the policeman signals for stopping and moving traffic and pedestrians.

. . . describe two kinds of traffic problems which a policeman watches. PPO

Other traffic situations that need attention are parking too long or in a "No Parking" zone, speeding, reckless driving, and jay walking. Bicycle riding safety is particularly important to the police.

Have children dramatize as many situations as are reasonable for the group.

In each dramatization stress that consideration for the rights and feelings of others is the concern of everyone. The policeman has been selected by society to enforce those rules that society has made.

. . . describe how people should act when the policeman stops them for a traffic violation. PPO

The policeman probably talks to the person involved to explain why the traffic rule was broken. The policeman and the traffic offender must try to understand each other. Anger toward the police is unwarranted when an individual has broken a law.

Relate this to how the child reacts when a parent discovers the child has broken a family rule.

The REACT pages show situations in which one individual is following a safety rule. A second individual is shown breaking a safety rule. Discuss each incident on the page. Suggest that children place a mark on the individual who is breaking a safety rule.

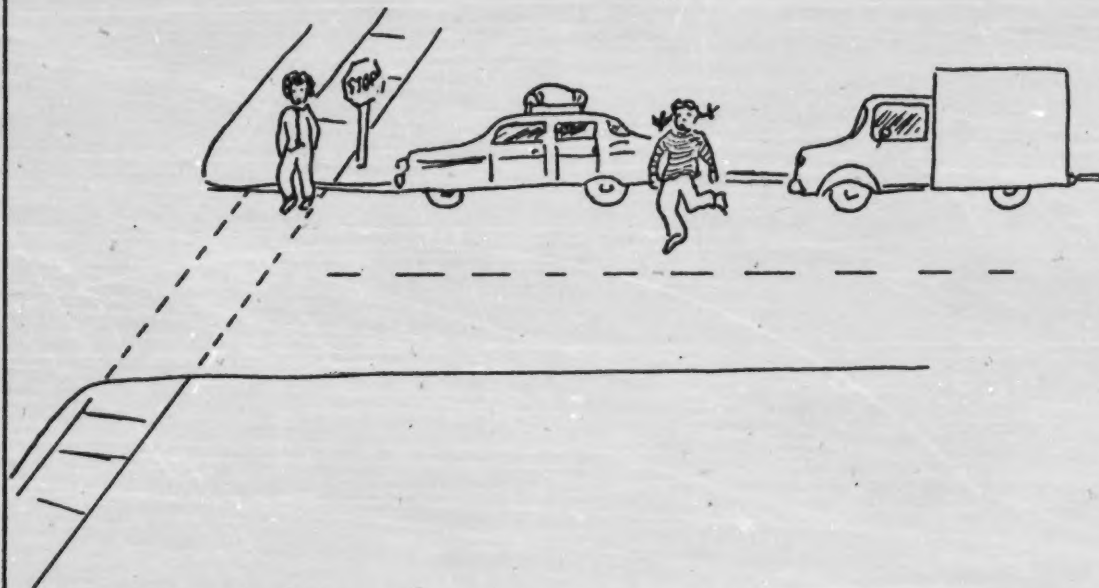
Suggest that children make pictures of similar situations.

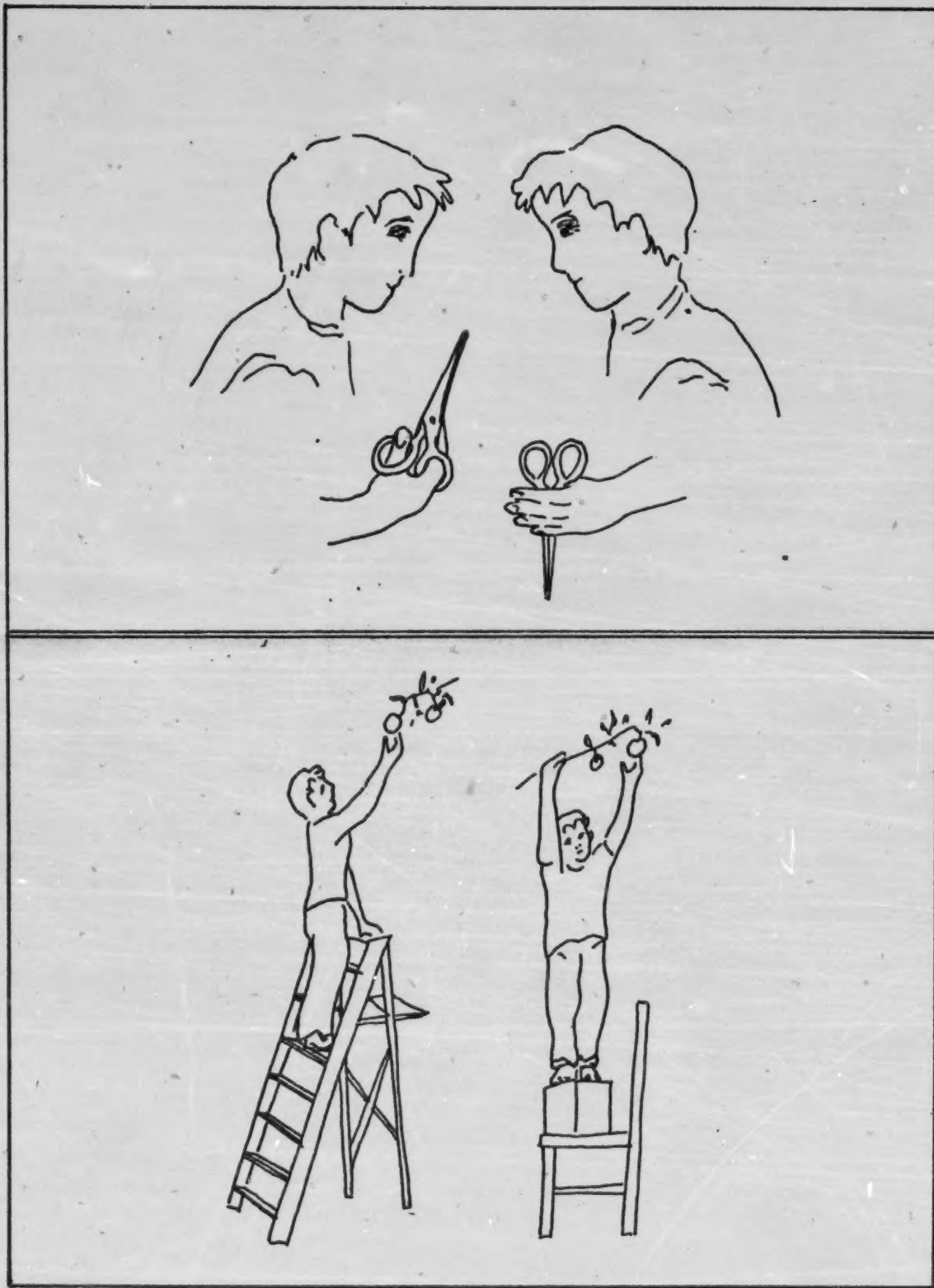
CB/Level 1/1

"Safety First"

SAFETY FIRST

Which one is safe?





IT HAS TO BE WRITTEN
First Experience Level Activity

Performance Objectives

Coping Behaviors Dimension

- . . . describe two ways people show feelings of irritation.
- . . . identify one way to help classmates.
- . . . explain why people should be willing to help a policeman complete records.

Career Information Dimension

- . . . explain one way to learn to look for details which were learned at school.

Educational Awareness Dimension

- . . . identify one reason why a policeman needs to keep records.

Subject Matter Concepts

Language Arts

Listening and Speaking
Noting and remembering
details

Writing Skills

Beginning manuscript
writing

Mathematics

Facts and Operations
Counting
Measurement
Time

Preplanning Suggestions

Materials to print first names of all children
Lightweight classroom objects to be used in a game
Drawing paper

IT HAS TO BE WRITTEN

An individual should learn to cope with the rights and feelings of others.

Coping Behaviors

Career-oriented learning may take place in school or out of school.

Educational Awareness

Record keeping takes a large amount of the policeman's time. The policeman must make a record of information at the time of the incident.

... describe two ways people show feelings of irritation.

PPO

This too can be annoying to the participants involved even though it is for their own protection. Ask children to discuss how people might act while they are being questioned. Discuss also the way the policeman might feel and act. Develop a classroom activity which involves noting details pertinent to the situation.

... explain one way to learn to look for details which were learned at school. PPO

Children should know what details they are to look for before the activity. Police have been taught to know what to look for when using record sheets which ask for specific information. The suggested activity could continue over a long period of time and be used in odd moments of the day as well as during a planned time.

Place five children in a row before the class. Tell children to remember the name of the first child in the row. Have the five children return to their regular classroom locations; then ask several children the name of the first person in the row.

This activity should be easy for the class and should be repeated only once or twice.

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

An individual should learn to cope with the rights and feelings of others.

Coping Behaviors

Continue the activity, each time specifying one more person to be named, the first and third persons; then first, third, and last. Continue until all five children are to be named by the observers.

As each new arrangement is made, the task of remembering becomes more difficult. The teacher records the information each time to insure accuracy.

. . . identify one reason why a policeman needs to keep records. PPO

At some point, many children will begin to have difficulty remembering. This is the appropriate time to suggest the idea of record keeping. Let several children help you keep the record each time the group changes. Point out the relationship between these records and those the police must keep.

. . . identify one way to help classmates. PPO

Discuss with the class the idea of writing names each time before the group is seated. Children may not be able to write the names of classmates without help. At least once, have the class record the first names of all children in the row to be remembered. The child whose name is being recorded should spell the first name letter by letter for the group.

M-A-R-Y

J-O-E

P-A-T

During the time names are being recorded, point out the tediousness of the task, the feeling of impatience by those children who finish the task

An individual should learn to cope with the rights and feelings of others.

Coping Behaviors

quickly, and the feeling of frustration by those who are having difficulty.

Encourage children to recall incidents in their own daily lives when frustration and tediousness are a result of necessary record keeping. Milk time, lunch count, and attendance are school activities which are routine and time-consuming. Special records, picture money, insurance money, and bus routes can be related to the idea of record keeping that the police must do.

. . . explain why people should be willing to help a policeman complete records. PPO

Help children draw the conclusion that the records by police are for the protection of the participants of an incident. Ask, "Do you think the policeman really wants to record all the information to annoy people?" "What would happen to the policeman's job if he failed to keep records?"

Children need to learn that there are many routines which are as annoying to adults as to children. However, we must learn to accept the routine and understand that the person in charge is not the one to blame for the routine.

Many games which can be played to note details can be used to relate to the record keeping used by police.

Put five unrelated objects in a row. Have children use large size art paper to draw the objects in that same order. Rearrange the objects and have children study the order. Remove the objects. Ask children to put a one under the object that appeared first, two under the second object, continuing through all five objects. Replace the objects

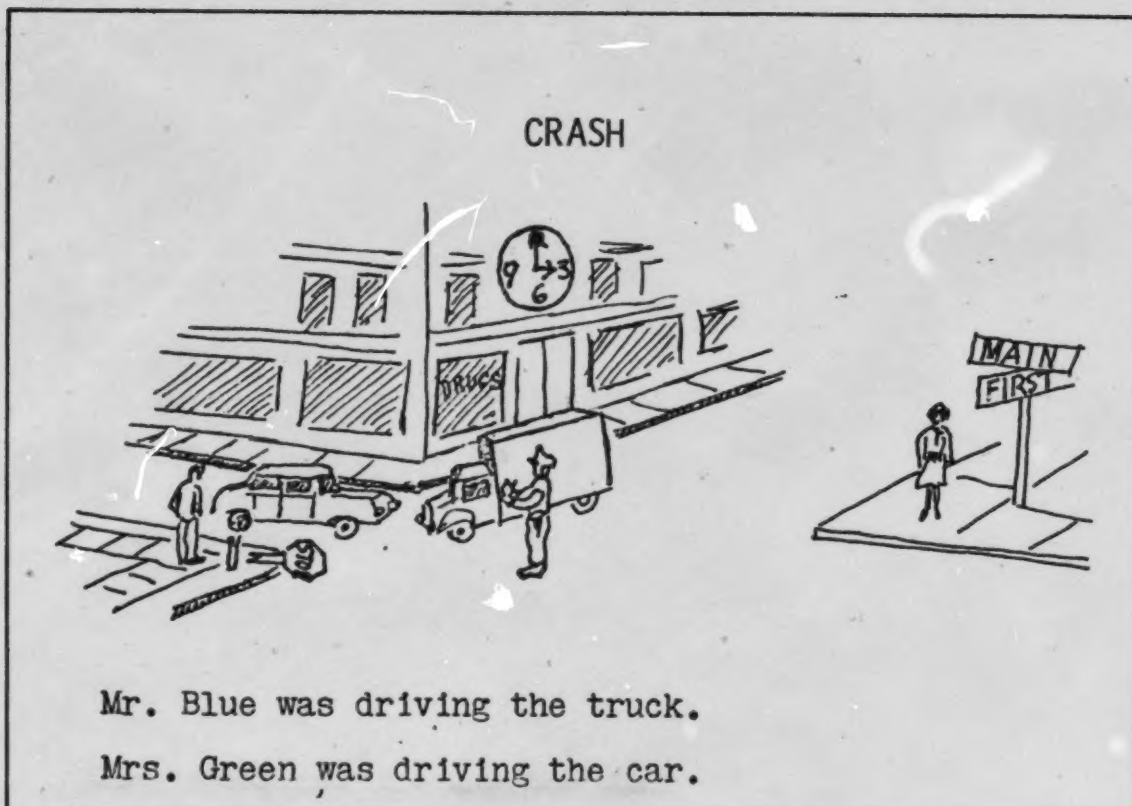
in the order that they appeared; then have children check their own papers. Continue the activity by letting children rearrange objects; then record and check.

The REACT page has a picture of a minor traffic accident. Children are to complete a simplified version of a policeman's report on the accident.

The time of the accident should be recorded as the time showing on the clock. If some children argue the point reasoning that the accident occurred before the time that is now shown, these children would be correct. Discuss about how many minutes may have elapsed before the policeman arrived. Use the time suggested by the children.

CB/Level 1/2

"Crash"



Accident Report

Time of accident _____

Place of accident _____

Location of stop sign _____

Names of drivers _____

HELP ME FIND IT

First Experience Level Activity

Performance Objectives

Coping Behaviors Dimension

. . . *identify one kind of help one should be willing to give police.*

Educational Awareness Dimension

. . . *explain parents' instructions about what to tell police when one is lost.*

Subject Matter Concepts

Language Arts
Writing Skills
Beginning manuscript
writing
Reading
Main ideas and details

Mathematics
Facts and Operations
Cardinal numbers
Social Studies
Sociology-Antropology
Dependence upon others

Preplanning Suggestions

Home address and phone numbers for each child
Height and weight of each child from permanent records
Story about a lost child being found by police
Classroom objects to be described orally

HELP ME FIND IT

Career-oriented learning may take place in school or out of school.

Educational Awareness

Most children are familiar with the idea of the lost child being found and cared for by the police.

... explain parents' instructions about what to tell the police when one is lost. PPO

Teaching the procedures to use when lost are usually defined by the home. Teachers of young children can plan dramatizations with children in the roles of the police, the lost child, and the parent. Specific information the child should have usually includes name, address, parent's name, and, if possible, a telephone number.

Develop lessons around the address of a child. Early writing and arithmetic lessons can be individualized by assigning to each child the task of learning to write and repeat orally his own address.

Games played in class can have the teacher use the addresses instead of names of children. "Will 3372 Oak Street please bring me a blue crayon?" "739 Thomas please take the waste basket to the teacher's desk."

Later, the teacher or a child can say any number from 0 to 9. Any child having that number in his address would stand, then when called on would give his address.

Tell a story in which a child is lost then returned to the parents through the help of the police. Use a local situation in telling the story. The scene and action should suit the local community. Following the story, plan a game in which a "parent" describes his "child" to the police. The "policeman" should not know which child in class is being described. The "child" should be out of sight of both the "parent"

An individual should learn to cope with the rights and feelings of others.

Coping Behaviors

and "policeman." The "policeman" can ask questions to discover what he needs to know in looking for the "child." At any time he thinks he knows who the child is, he can ask using the child's name. Allow two or three guesses or limit time to about two minutes. Produce the "child" and discuss what clues were good ones or what descriptions were not accurate.

A similar game, "Lost Child," is a good classroom activity. Select one child as "it," who is placed so he cannot see the class. Select one person as the "lost child," who is put in an area where he will be out of sight. All other children exchange places. "It" is called to the group and must name the "lost child." Usually one or two minutes and three guesses should be allowed before calling the "lost child" from his hiding place.

Police are expected to help people find missing material objects. The description should be as accurate as possible in order to help police identify the object. Games which describe the object are fun for children and help develop ability to note details.

Police must operate on the information given to them. Help children realize that what may appear to be excessive questioning by police is usually because the police are trying to have as much information as possible.

Through games children can develop an awareness of how important descriptions can be.

. . . identify one kind of help one should be willing to give police. PPO

Children can also become aware of the patience needed by police in dealing with upset people. Police must adjust to the individuals who are involved in a situation and at the same time secure necessary information to help resolve the situation. Children need to learn when an offer to help an authority is really an offer to help everyone in a situation.

The REACT pages are a simple version of a missing person's report. Each child is to complete the report with information about himself. Clothing description should be that which the child is wearing at the time he is making the report.

Use permanent record information to help children with birth date, height and weight, address, and phone number.

The picture, Missing Person Report II, is to be completed with clothing as described, missing teeth marked, hair style of child, and eyes the correct color.

CB/Level 1/3

"Missing Person Report I"

CB/Level 1/4

"Missing Person Report II"

MISSING PERSON REPORT I

NAME _____

ADDRESS _____

BOY _____

AGE _____

GIRL _____

HEIGHT _____

WEIGHT _____

PARENT'S NAME _____

PARENT'S NUMBER TO CALL _____

OTHER INFORMATION _____

MISSING PERSON REPORT II

Complete the picture.



Name _____

WHO DECIDED THAT?

First Experience Level Activity

Performance Objectives

Coping Behaviors Dimension

- . . . *explain why failing to assume one's own responsibility is being unfair to others.*
- . . . *identify a way to investigate a broken law or rule without offending innocent people.*

Attitudes and Appreciations Dimension

- . . . *give one reason why a policeman must enforce a law.*

Educational Awareness Dimension

- . . . *explain how a change in a law can affect a policeman.*

Subject Matter Concepts

Social Studies
Political Science
Laws regulate behavior.
Community rights and requirements
Individual rights
Family and school rules

Preplanning Suggestions

Materials for a chart

WHO DECIDED THAT?

Completion of a worthwhile task has value for the worker and for society.

Attitudes and Appreciations

An individual should learn to cope with the rights and feelings of others.

Coping Behaviors

Policemen try to enforce laws made by the people or their representatives. Children must learn that the police are representatives of society and the policeman's own opinion of a rule has nothing to do with whether or not the rule is a good one.

. . . give one reason why a policeman must enforce a law.
PPO

Ask the class to think of some small classroom rule that affects the on-going routine of the room. One such rule would be to return materials to the proper place. If scissors, rulers, or erasers are provided by the school, they would be excellent subjects for the activity.

Have the class select two or three children who are to be responsible for accounting for the materials. Discuss with the class each child's responsibility to return materials to the common supply. Compare this role to the role of the policeman.

Count the number of pairs of scissors in a box and record that number on the scissors box. Compare police responsibility with the responsibilities of these persons who account for scissors.

. . . explain why failing to assume one's own responsibility is being unfair to others. PPO

Draw up some rules for using the scissors. All children should have the freedom to use scissors when needed and the responsibility to return the scissors when they are no longer needed.

An individual should learn to cope with the rights and feelings of others.

Coping Behaviors

Learning is a lifelong process.

Educational Awareness

Help the class make some rules for accounting for scissors. The persons who check the number of scissors must do so at certain specified times. Make this a time convenient for the class--perhaps milk break in the afternoon. Decide what is to be done if the number of scissors is not the same as the number that should be in the box.

... identify a way to investigate a broken law or rule without offending innocent people. PPO

Several alternatives are possible. In each case the "police" should be considerate of all the people involved. Each child could search his own desk and return any scissors voluntarily. Those children responsible for counting scissors could stand by each desk while the occupant searches.

... explain how a change in a law can affect a policeman. PPO

This is an opportune time to discuss laws which protect individuals from indiscriminate search and seizure.

Children who are responsible for finding scissors may not look in another child's desk without that child's knowledge and the consent of the teacher. Laws must be respected by citizens. Police only enforce current laws and must be very careful about the rights of others.

Lead the class into some decision about what to do if the missing scissors aren't found. Perhaps a record is made of the date and number of pairs lost. The record could be put on a bulletin board or attached to the scissors box.

Point out the inconvenience to everyone when people misuse things. Rules

and laws are necessary for groups to live in harmony. If rules are broken or ignored, someone has to protect society. This is the role of the policeman.

Rules the children make for the classroom sometimes need to be changed because the rules simply aren't practical. Compare this to changes in laws of society. Stress how imperative it is that a policeman know about each change. The education of a policeman is never completed.

The first REACT page has pictures which show adults and children in the same kind of situation. Both adults and children take interest and concern for property they have cared for. To destroy another's property is to ignore the rights and feelings of that person.

Have children discuss the pictures and make suggestions about how the situation should be handled. What should the lady do about the children running through her flower beds? What could children do when a parent attempts to straighten up the child's room and throws away a collection of rocks or other small items which are simply dumped on a table?

The second REACT page asks children to indicate what happens when they are late getting home. The emphasis is on the feelings of the person who is at home waiting. Stress the idea of concern that is felt when a parent is waiting for a child. Encourage children to verbalize some of the worries one feels when a person is quite late for an appointment.

The parent has a right to set limits for young children. If children

respect those rights, the parent
will be inclined to give the child
a greater degree of freedom.

CB/Level 1/5

"I Like Those"

CB/Level 1/6

"Rights and Feelings"

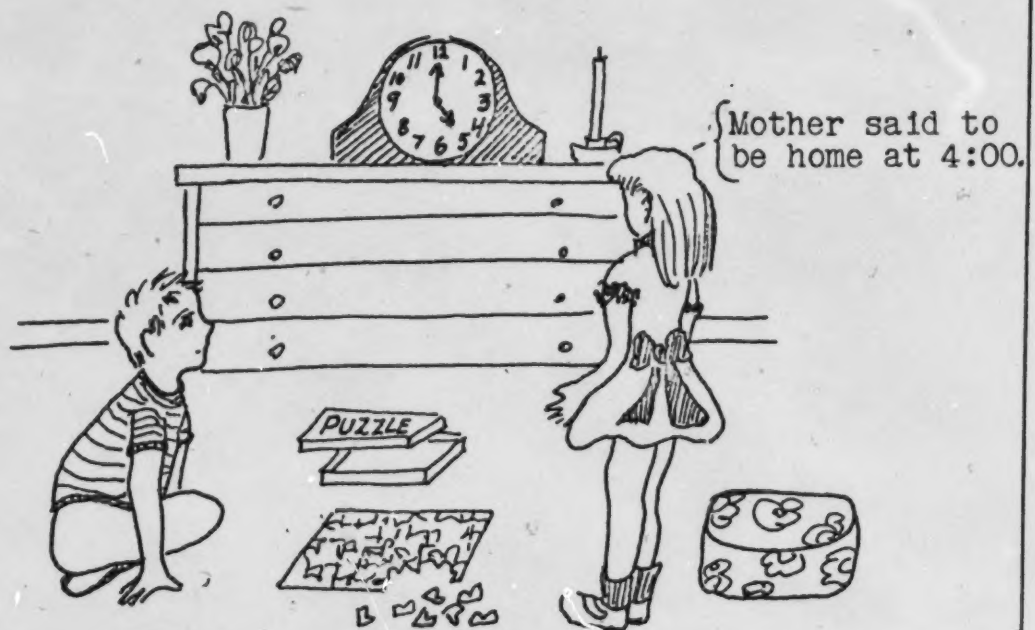
I LIKE THOSE

What could the owners do?



253

RIGHTS AND FEELINGS



Ring the best answers.

How would Mother feel?

sad

angry

worried

Is the child being kind to Mother?

yes

no

If you did this, what would happen when you got home?

RELATED MATERIALS

Beginning Responsibility: Being On Time (Film, Color, 11-min.) Coronet Instructional Films, Coronet Building, 65 E. South Water Street, Chicago, Illinois 60601, 1969.

Girls Can Be Anything (Book) Norma Klein. E. P. Dutton and Company, Inc., 201 Park Avenue South, New York, New York 10003, 1973.

Kingdom of Could Be You, The: Careers in Public Services (Film, Color, 4-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611, 1973.

Policeman, The (Film, Color, 16-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611, 1970.

Policemen and Firemen: What Do They Do? (Book) Carla Green. Harper and Row, 49 East 33rd Street, New York, New York 10016, 1971.

Policeman and His Work, The (Tape) Mincom Division, 3M Company, 3M Center, St. Paul, Minnesota 55101, 1971.

Policeman Walt Learns His Job (Film, Color, 11-min.) Bailey Film Associates, 2211 Michigan Avenue, Santa Monica, California 90404, 1972.

School and School Helpers (Pictures and Resource Sheets) David C. Cook Texas Educational Aids, 4725 Main Street, Houston, Texas 77002, 1970.

What Does a Policeman Do? (Book) Johanna Johnston and Martin Harris. Dodd, Mead, and Company, Inc., 432 Park Avenue South, New York, New York 10017, 1969.

What Is a Policeman? (Film, Color, 12-min.) AV-ED Films, 7934 Santa Monica Boulevard, Hollywood, California 90046, 1971.

POLICE OFFICERS

Policemen and policewomen--whether directing traffic at busy intersections or arresting dangerous criminals--are helping to preserve law and order. As local government employees, their job is to prevent criminal activities, to investigate crimes, and to apprehend and assist in the prosecution of offenders. Whether on or off duty, they are expected to exercise their authority whenever necessary.

The policeman who works in a small community customarily handles many kinds of police duties. In the course of a day's work, he may direct traffic at the scene of a fire, investigate a housebreaking, and give first aid to an accident victim. In a large police department, officers usually are assigned to a specific type of police duty. Most policemen are detailed either to patrol or traffic duty; smaller numbers are assigned to special work, such as accident prevention or operating communications systems. Some officers are detectives (plainclothesmen) assigned to criminal investigation; others are experts in chemical and microscopic analysis, firearms identification, handwriting and fingerprint identification, and other investigative specialties. In very large cities, a few officers may be specially trained to work with mounted and motorcycle police, harbor patrols, helicopter patrols, canine corps, mobile rescue teams, youth aid and emergency service, or other special units.

An increasing number of city police departments include women on their police forces. Policewomen usually are assigned cases which involve women and young people. They may work with juvenile delinquents, try to locate lost children and runaways, or search, question, book, and fingerprint women prisoners. Less frequently, they are assigned to detective squads where they work mainly on crimes involving women. Policewomen rarely are assigned traffic duty.

Most newly recruited policemen begin on patrol duty, which has become particularly important as a means of preventing crime and providing other services to the public. Patrolmen may be assigned to congested business districts, outlying residential areas, or other sections of a community. They may cover their beats alone or with other patrolmen, and they may ride in a police vehicle or walk on "foot" patrol. In any case, they become thoroughly familiar with conditions throughout their area and, while on patrol, remain alert for anything unusual. They note suspicious circumstances, such as open windows or lights in vacant buildings, as well as hazards to public safety such as burned-out street lights or fallen trees. Patrolmen also may watch for stolen automobiles and enforce traffic regulations. At regular intervals, they report to police headquarters through call boxes, by radio, or by walkie-talkie giving and receiving information about any situations which require action. They also prepare reports about their activities, and they may be called upon to give testimony in court when cases result in legal action.

Local civil service regulations govern the appointment of police officers in practically all large cities and in many small ones. Candidates must be U. S. citizens, usually at least 21 years of age, and be able to meet certain height and weight standards. Eligibility for appointment also is

determined by the candidates' performance on competitive examinations, their physical and personal qualifications, and their education and experience. The physical examinations often include tests of strength and agility. Also, because personal characteristics such as honesty, good judgment, and a sense of responsibility are especially important in police work, candidates usually are interviewed by a senior officer at police headquarters, and their character traits and background may be investigated.

Some police departments accept men who have less than a high school education as recruits, particularly if they have had work experience in a field related to law enforcement. In large police departments, where most jobs are to be found, applicants usually must have at least a high school education. A few cities require some college training and some hire law enforcement students as police interns.

Police departments are placing increasing emphasis on post-high school training in subjects such as sociology, psychology, and minority group relations. Other courses--high school as well as college--which are considered helpful in preparing for a police career include English, American history, civics and government, business law, and physics. Physical education and sports activities are especially helpful to men in developing the physical stamina and agility needed for police work. College training is likely to be required for policewomen because of their specialized assignments. Training or experience in social work, teaching, or nursing is desirable.

Young men who have completed high school and do not want to wait until they are 21 years old before entering police work can start in some very large cities by working as police cadets, or trainees, while still in their teens. As paid civilian employees of the police department, they attend classes part of the time to learn various aspects of police science; they also do clerical and other nonenforcement work. When police cadets or trainees reach the age of 21, and providing they qualify in other respects, they may be appointed to the police force.

Before being sent out on their first assignments, policemen usually go through a period of training. The instruction is given informally in many small communities as recruits work for a week or so with experienced officers. More extensive training, such as that provided in large city police departments, may extend over a period of several weeks or a few months; this training includes classroom instruction in constitutional law and civil rights, as well as in state law and local ordinances, and in the procedures to be followed in accident investigation, patrol, traffic control, and other police work. Recruits learn how to use a gun, defend themselves from attack, administer first aid, and deal with other emergencies.

Policemen and policewomen generally become eligible for promotion after completing specified periods of service on the force. In a large department, promotion may open the way for an officer to specialize in one of several kinds of law enforcement activities--laboratory work, traffic control, communications, work with juveniles, and many others. Promotions to the rank of sergeant, lieutenant, and captain are made according to each candidate's position on a promotion list, as determined by his performance on written examinations and his work as a police officer. Opportunities to advance generally are most numerous in large police departments where the work is carried on in separate

bureaus under the direction of administrative officers and their assistants. Most top ranking positions are occupied by men. Opportunities for women to advance beyond the rank of sergeant are mainly in the few police departments which have separate bureaus for women and juveniles.

Many types of training are available to help police officers improve their performance on the job and prepare themselves for advancement. Through training given at police department academies, and at colleges and other institutions, officers may keep abreast of such varied subjects as crowd-control techniques, civil defense, legal developments which affect policemen, the interrogation of suspects and witnesses, and the advances in law enforcement equipment. Many police departments encourage officers to work toward college degrees, and some pay all or part of the tuition.

Employment opportunities for police officers are expected to be very favorable through the 1970's. Many new positions will arise as cities increase the size of their police forces to meet the needs of a growing population. Police officers usually retire at a somewhat younger age than workers in most other occupations, and replacement rates are relatively high for this reason.

Police employment is expected to rise moderately during the next 10 years as population and economic growth create a need for more officers to protect life and property, regulate traffic, and provide other police services. The police jobs that arise in the future are likely to be affected to a considerable degree by changes now occurring in police methods and equipment. Specialists are becoming more and more essential in the effective operation of modern city police departments. In an increasing number of departments, for example, electronic data processing is being used to compile administrative, criminal, and identification records. There also is a greater need for officers with specialized training since engineering techniques now are applied to traffic control, and social work techniques are used in crime prevention. At the same time, relatively fewer officers are required for such routine assignments as directing traffic because the use of automatic signal lights has reduced the number of policemen needed for this work.

Most policemen and policewomen receive regular pay increases during the first few years of employment until a specified maximum is reached. Sergeants, lieutenants, and captains are paid progressively higher basic salaries than patrolmen in the same police departments. Top salaries are paid to police chiefs or commissioners.

Police departments usually provide officers with special allowances for uniforms and furnish revolvers, night sticks, handcuffs, and other required equipment.

The scheduled workweek for police officers is usually 40 hours and, in localities where the workweek is longer, weekly hours are gradually being reduced. Police protection must be provided round the clock; therefore, in all but the very smallest communities, some officers usually are on duty over weekends, on holidays, and at night. Policemen are subject to call at any time their services may be needed and, in emergencies, may work overtime. In some departments, overtime is paid at straight time or at time and a half; in others, officers may be given an equal amount of time off on another day of the week.

Police officers generally are covered by liberal pension plans, under which many are able to retire at half pay by the time they reach age 55. Paid vacations, sick leave, and medical, surgical, and life insurance plans are among the other benefits frequently provided.

Policemen may be assigned to work outdoors for long periods in all kinds of weather. The injury rate is higher than in many occupations and reflects the risks police officers take in pursuing speeding motorists, capturing lawbreakers, and dealing with disorderly conduct cases.

Adapted from: Occupational Outlook Handbook, 1970-71 edition.
U. S. Department of Labor, Washington, D. C.
pp. 332-335.

Behaviors Coping Behaviors Coping Behaviors Coping Behaviors Coping Behaviors

FIRST EXPERIENCE LEVEL

CAREER DEVELOPMENT FOCUS: Several skills may be required to perform a given task.

OCCUPATIONAL FOCUS: Diver

ACTIVITIES

1. Senses
2. Skills and Tasks
3. Why Dive?
4. Tugging to Tell



Teacher Goals

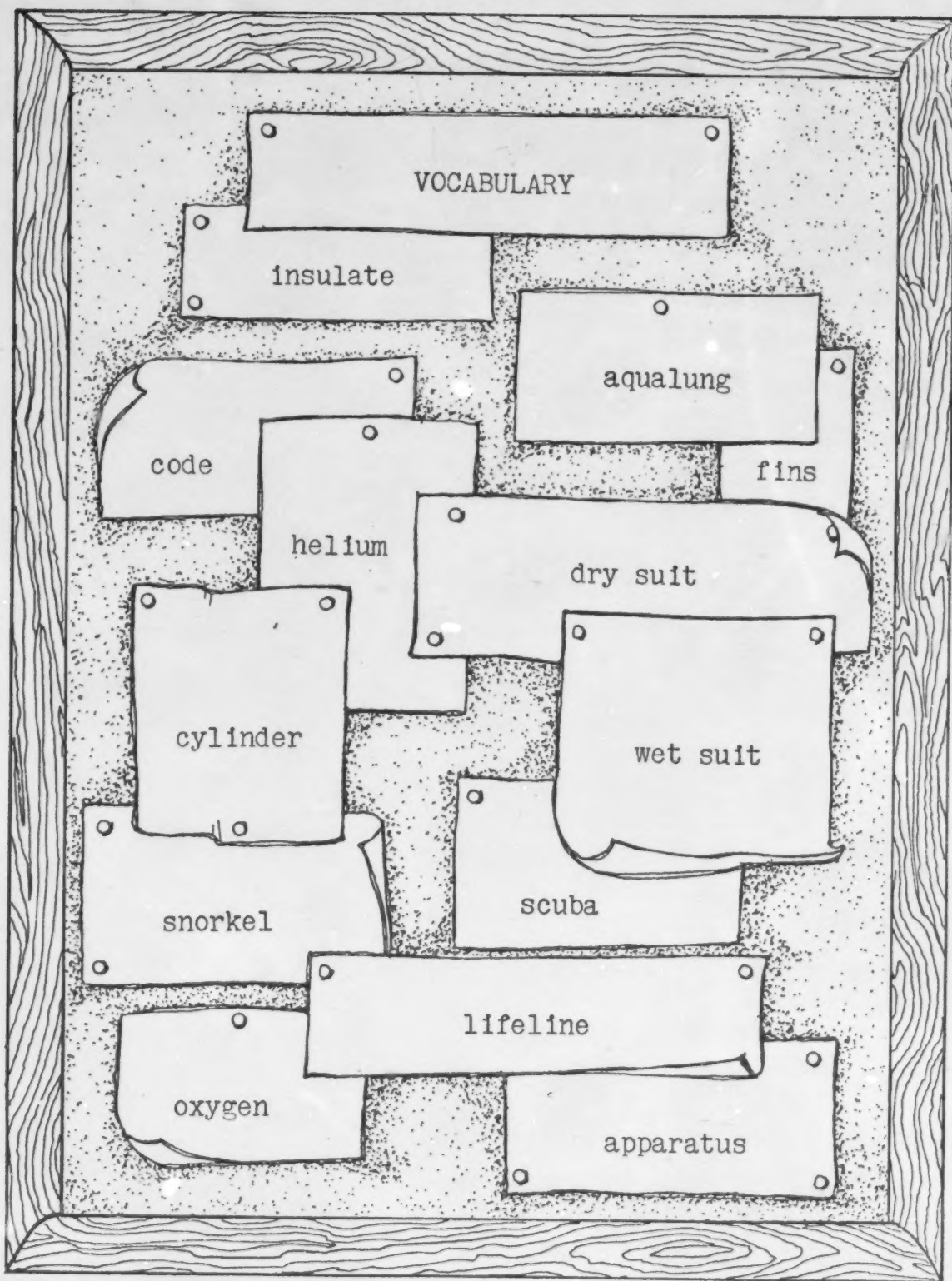
Teacher goals of this strategy combine a Coping Behaviors Dimension subconcept with subconcepts from Attitudes and Appreciations, Career Information, and Educational Awareness, and subject matter concepts for the occupation of Diver. In this perspective the teacher's goals are to:

Help children identify breathing, seeing, and moving as activities the diver must be able to do simultaneously.

Lead children to understand that most tasks require a combination of simple skills.

Have children develop ability to identify several skills which make up a specific task.

Develop in children an appreciation of the many skills a diver must have.



SENSES

First Experience Level Activity

Performance Objectives

Coping Behaviors Dimension

- . . . demonstrate holding one's breath for 15 seconds.

Career Information Dimension

- . . . define three-fourths of the vocabulary terms associated with the study of divers.
- . . . explain the use of a mask, fins, and snorkel or other breathing apparatus of a diver.

Educational Awareness Dimension

- . . . identify where one learned the difference in weight and resistance between water and air.

Subject Matter Concepts

Science

Scientific Method

We observe with our senses.

Language Arts

Writing Skills

Vocabulary building

Preplanning Suggestions

Visual materials about divers, swimming under water, etc.

Clock or timer

Drinking straws, paper cups of water or milk cartons

Snorkel diving equipment--either children's or a professional's,
if available

Rubber glove, insulation materials to protect skin from hot and cold water

Scale to weigh a carton of air and a carton of water

SENSES

Several skills may be required to perform a given task.

Coping Behaviors

Occupations have their own vocabularies.

Career Information

Divers are familiar to children who live near large bodies of water. However, many inland communities have divers who are used for searching for accident victims in small ponds and rivers. Most children have seen divers on television programs and are at least familiar with the term.

One requirement for a diver would be ability to swim. Ask which children swim. Start a discussion about how swimmers breathe when they are swimming. Encourage children to give demonstrations to the class. Use visual aids to demonstrate breathing under water.

... demonstrate holding one's breath for 15 seconds. PPO

Suggest that each child try to hold his breath for five seconds. Watch the clock; say "Start," then after five seconds, "Stop." Continue the breath-holding activity for a ten-second and a fifteen-second period. Use your own judgment about longer periods of time.

Distribute drinking straws to children. Ask them to place the straws in their mouths. When children have straws in their mouths, suggest that all breathing should be done through the straws.

Elicit from the class their opinion of what would happen if the free end of the straw was in water. Some child will identify drinking through a straw. Ask what happens when you blow air through the straw into a drink.

Ask how a diver gets air. Later ask what causes the bubbles at the surface of the water above the diver.

... define three-fourths of the vocabulary terms associated with the study of divers. PPO

Occupations require the use of specific materials and equipment.

Career Information

. . . explain the use of a mask, fins, and snorkel or other breathing apparatus of a diver. PPO

Some children may have an inexpensive snorkel and mask to bring for demonstration.

The diver needs to see under water. Fish's eyes are made to focus under water. Humans' eyes focus only in air. A mask which covers the diver's eyes and nose permits the diver to see properly under water.

Ask children to recall times they had something unusual in their eyes. Most children can recall the unpleasantness of having soap get in their eyes when their hair was washed.

Water might be uncomfortably cold for a diver. "Wet" suits and "dry" suits have been developed to protect the diver. Both cover the swimmer completely and fit closely over the head like a bathing cap. The dry suit of thin rubber fits tightly and is intended to keep water from the diver.

An activity which shows the protection from water can be developed simply. Have children wear a rubber glove on one hand. Have several bowls of water of different temperatures. Children place both hands in water to judge if the rubber glove really keeps the water from the hand and offers protection from the temperature of the water.

A different activity could show insulating properties of materials. Have a piece of heavy plastic to wrap bracelet fashion around the forearm of a child. The reaction of the skin under the plastic will give an idea of how a wet or dry suit keeps in warmth.

A wet suit fits a swimmer more exactly than a dry suit. The wet suit is made

Career-oriented learning may take place in school or out of school.

Educational Awareness

of foam rubber about .64 of a centimeter or $\frac{1}{4}$ inch thick. The suit absorbs a little water which is warmed by the wearer's skin. The layer of water acts as insulation.

Have children explain that coats and mittens act as insulators to protect the wearer from cold. In cold climates children can tell how cold a bed might be when one first gets into it. Later the heat from the human's body warms the bed with covers acting as insulators.

Swim fins are worn to help the diver swim faster and to give added strength to the swimmer's leg movements.

Have children look at the fins of fish which help propel the fish through water. Humans wearing fins have two fins to help propel them.

... identify where one learned the difference in weight and resistance between water and air. PPO

Weigh a carton or jar of air; then fill the container with water and weigh it. Determine which is heavier--air or water. Ask children which would take more strength to move, the container of air or the container of water.

Have children push one hand through the air, then through water to determine which has more resistance. Suggest that children try to clap with their hands under water. Ask about the difference in feeling between clapping in air and clapping under water.

Recall or introduce the idea that sound needs a carrier. Water is a carrier; therefore, sound can travel through water.

Ask children if they remember divers in "wet" and "dry" suits have their

ears covered by their cap. Would sound be as loud with the cap as without it?

Girls may have swimming caps which can be used at school to simulate divers' caps.

Have one child with a cap and one without a cap stand side by side with their backs to the class. Make a noise. Ask the two "experimenters" to raise their hand or signal when they first hear the noise.

Review how divers protect or use their senses of sight, sound, and touch.

The REACT page, "Use Your Senses," has illustrations which emphasize the need for use of sight, hearing, or feeling. Each picture could be answered correctly with any or all senses; however, one particular sense is most obvious. Encourage children to discuss the idea that all senses are usually in action at the same time. One sense is stressed in particular situations.

The REACT page, "Read and Spell," is to recall the vocabulary and equipment of a diver.

CB/Level 1/7

"Use Your Senses"

CB/Level 1/8

"Read and Spell"

USE YOUR SENSES

See

Hear

Touch

Look at the pictures.

Write the sense you might use.

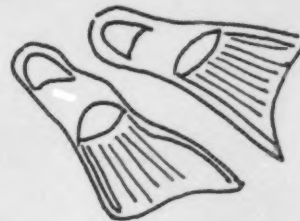


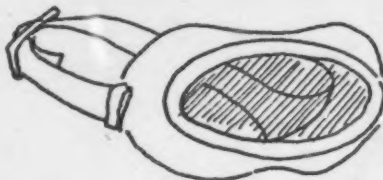
READ AND SPELL

Look at the pictures.

Write the word that tells about the picture.









fins

mask

snorkel

diver

SKILLS AND TASKS

First Experience Level Activity

Performance Objectives

Coping Behaviors Dimension

- . . . *demonstrate two skills a diver used that require physical dexterity.*
- . . . *identify two skills used to perform a specific task.*

Educational Awareness Dimension

- . . . *explain how a change in equipment changed a diver's task.*

Subject Matter Concepts

Science

Scientific Method

Describe, find similarities
and differences

Mathematics

Measurement

Time

Preplanning Suggestions

Pictures of divers and diving equipment

Clock or timer

Box of gravel, sand, or other material in which one different object
is hidden

Jump rope or long piece of cord or string

SKILLS AND TASKS

Learning is a lifelong process.

Educational Awareness

Several skills may be required to perform a given task.

Coping Behaviors

Early divers held their breath during a dive. Later men developed ways to provide oxygen to divers to allow more time under water.

... explain how a change in equipment changed a diver's tasks. PPO

The tasks of divers changed as equipment was developed. Many skills changed as equipment changed. Help children identify how their tasks change as more and different equipment is used. Children can identify skills they use in reaching their own goals. Encourage having jobs done in a variety of ways.

In an early form of diving, a rope with a weight used as an anchor was dropped in the water. The diver, using no apparatus, clung to the rope as a guide, then scooped up whatever it was that he was seeking.

Using this idea develop a simple game. Set a time limit which would indicate about how long a diver could stay under water. Arbitrarily decide on any time from ten seconds to three or four minutes.

... demonstrate two skills a diver used that require physical dexterity. PPO

Prepare a box with a quantity of gravel, pebbles, bits of foam rubber, or any similar materials. Hide in the box of gravel a small object such as a marble, a piece of crayon, or an eraser.

Anchor a jump rope or piece of string above and away from the box with one end in the box. This is the guide rope the diver followed. At a "go" signal have the child follow the string

Several skills may be required to perform a given task.

Coping Behaviors

to the box as a diver would follow the rope from the water surface to the level of exploration. When the child reaches the box, have him search for the hidden object. When it is found, have the child return to the starting place. The child must "follow the rope," search for and find the object, and return to place within the set time limit. As a variation, place many objects to be returned to "surface" in the box. Children make repeated trips to retrieve the objects. The child who can make the fewest trips would be the most successful diver. Some children may be ingenious enough to carry a sock or box in which to carry the many small objects. Reward the divergent thinker but realize the game may lose its zest.

Ask children what they think was next in the development of equipment. Elicit information that a way of getting air to the diver was essential. This permitted the diver to stay for a longer time under water.

Go back to playing the diving game but with no time limit. Lead children to comment on the idea that by eliminating time factors work can become more efficient.

Help children make the conclusion that inventions are made when someone sees a need to improve work efficiency and that skills related to tasks change.

... identify two skills used to perform a specific task.
PPO

Have children look for equipment in classrooms or in homes that makes their work more efficient. Identify skills needed to use the equipment to accomplish a task. Then identify doing the task without the equipment. Compare sharpening a pencil with a regular classroom pencil sharpener, a small hand sharpener, and a knife used by

the teacher. Discuss the number of skills and different skills involved in each sharpening procedure.

Use a different approach; tear two sheets of paper into small pieces. Put about half of the pieces in each hand. Drop one handful in the wastepaper basket. Drop the other handful on the floor. Start to pick up the pieces of paper on the floor to put in the wastebasket. Ask children to identify the tasks involved. Help children understand that walking to the wastebasket and dropping the paper involved two skills. Dropping the paper to the floor involved tasks of dropping, picking up, and then walking to the wastebasket.

Elicit from children tasks they have at home. Identify the skills needed for a variety of tasks.

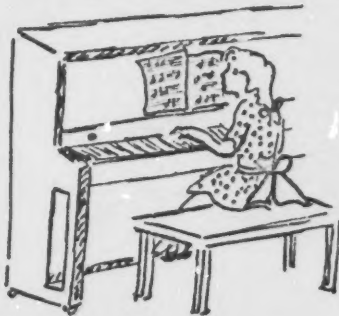
The REACT pages have pictures of people in an activity. Children are to select from a list the skills being used. As in most instances, children may have a good reason for an offbeat response. Many skills other than those listed may be used in each situation.

CB/Level 1/9

"More Than One Skill"

MORE THAN ONE SKILL

What skills were needed?



Read

Jump

Play

Saw

Paint

Read

Run

Hammer



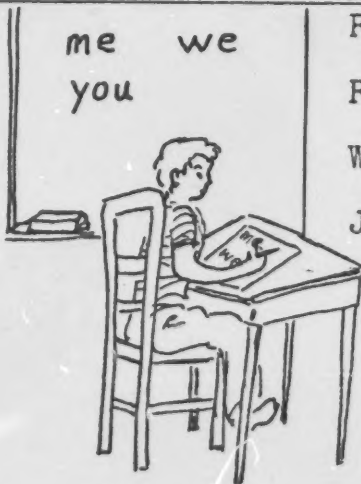
me we
you

Read

Run

Write

Jump



Read

Cook

Write

Run



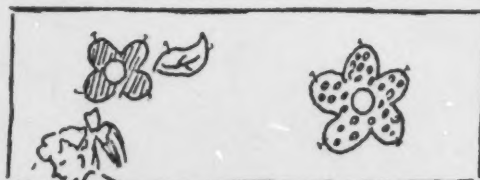
What 2 skills would you use?



Climb

Eat

Balance



Read

Cut

Paint



Hold

Talk

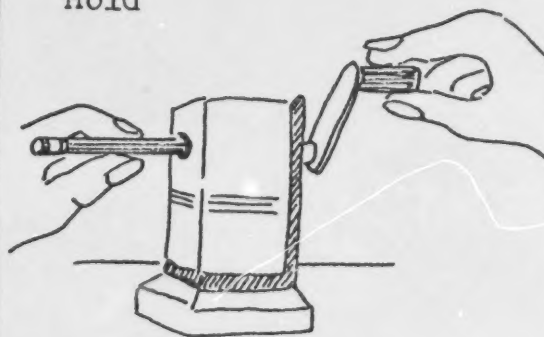
Drink



Turn

Sing

Hold



WHY DIVE?

First Experience Level Activity

Performance Objectives

Coping Behaviors Dimension

- . . . *identify cutting, pasting, and recognizing content of pictures as skills needed to make a scrapbook.*
- . . . *name a skill, other than ability to be a diver, in a specified occupation. Name a non-diving skill needed by a diver in a specified occupation.*

Career Information Dimension

- . . . *name one pleasant feature and one unpleasant feature of diving.*
- . . . *identify the work setting of a diver.*
- . . . *explain why one would find many people who are divers near the oceans.*
- . . . *define three-fourths of the vocabulary list for the occupation of diver.*

Subject Matter Concepts

Language Arts

Reading

Picture reading
Picture dictionary

Science

Scientific Method

Describe, find similarities
and differences

Preplanning Suggestions

Pictures of workers who work in water, on oil rigs, etc.
Scrapbook, magazines, newspapers
Books about workers who are employed in or near water

WHY DIVE?

The individual worker determines which aspects of an occupation may be pleasant or unpleasant.

Career Information

Occupations have their own work settings.

Career Information

Technological, economic, social, and political factors influence supply and demand of jobs.

Career Information

Diving can be recreational or commercial. This is an area in which a hobby might lead to an occupation.

. . . name one pleasant feature and one unpleasant feature of diving. PPO

One must recognize there are unpleasant aspects of diving as an occupation.

. . . identify the work setting of a diver. PPO

Obviously a diver should be able to enjoy being in water. The physical environment or work setting would appeal more to some people than to others.

Divers may work at various depths. Equipment varies according to the depth at which the diver is working. Being able to swim and to exist in the watery environment are not the only qualifications for diving as an occupation. Good health is necessary as is an ability to work at a variety of tasks similar to those on land.

. . . explain why one would find many people who are divers near the oceans. PPO

Interest and investigation of the ocean has moved from science to industry. The many riches of minerals in the ocean are still too expensive to "mine" in terms of profit. Industry is investigating possibilities and, as with oil, is producing some materials from the ocean. The value of water itself is enormous. Hunting for buried treasure is another area to industry interested in salvage. The Andrea Doria

Several skills may be required to perform a given task.

Coping Behaviors

Several skills may be required to perform a given task.

Coping Behaviors

lying at the bottom of the ocean intrigues the hunter.

Divers work at rescue operations in almost every geographical area of the country. Firemen and other service personnel may have in their company at least one person trained to work under water.

. . . identify cutting, pasting, and recognizing content of pictures as skills needed to make a scrapbook. PPO

As one activity have the class develop a scrapbook of pictures about divers or any work which would involve divers. Use magazines and newspapers as a source of supply.

Keep the scrapbook operational for a long period. Pictures might be entered in any order or a classification system could be developed.

. . . name a skill, other than ability to be a diver, in a specified occupation. Name a non-diving skill needed by a diver in a specified occupation. PPO

Bridges, piers, and other structures would require divers who know skills of construction workers. A different section would show salvage operations. Workers would need diving skills and the skills of salvage workers. Other categories can be developed by the class as needed.

Keep the interest in the scrapbook alive by discussing pictures when they are selected. Include some simple class stories about divers. Leave the book in a browsing area for children to use in their free time.

Occupations have their own vocabularies.

Career Information

. . . define three-fourths of the vocabulary list for the occupation of diver. PPO

Vocabulary pages with names by the pictures of diving equipment can be intriguing for children. Make a picture dictionary of equipment of many occupations.

Stress the idea that divers must be able to manage their equipment while carrying on another work activity.

Select simple and familiar classroom tasks which illustrate the idea that children frequently use several skills in carrying out a task.

Bringing milk to the class includes counting, carrying a loaded tray, and distributing drinks on a one-to-one basis.

Playing dodge ball requires ability to throw a ball, catch a ball, and perhaps jump from the path of a thrown ball.

Eating involves holding a fork, getting food on the fork, and moving it to the mouth.

Have children identify a familiar task which requires at least two skills and then present the skills in pantomime or words. Other children can guess the task.

"I drew with crayons and cut with scissors," is simple in words but acting out coloring and cutting is fun to do and fun to guess.

Other suggestions:

Getting food, putting it out,
and calling the pet

Mixing paint and painting

Selecting pieces and putting
them on a flannel board

Holding a pencil in a pencil sharpener

Singing as one dramatizes the song

Climbing and sliding on a slide in the play yard

Throwing a ball to another person and shooting through a hoop in a basketball game

Sucking liquid through a straw and swallowing

Children will be ingenious in thinking of many tasks that require more than one skill.

The REACT page, "Most Alike," asks the child to use the idea of similarities and differences.

All three pictures are related but two have more in common with each other than with the third. Help children recognize that they must look for more than gross similarities and differences. All persons may not see the most obvious response. Accept any reasonable divergent responses.

"In the Deep" asks children to identify tasks directly related to the work of the diver.

CB/Level 1/10

"Most Alike"

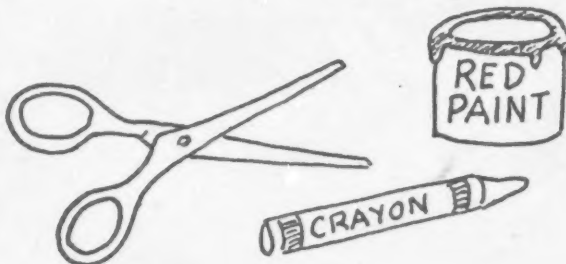
CB/Level 1/11

"In the Deep"

MOST ALIKE

Mark the two most alike.

Tell why.



IN THE DEEP

What would a diver do?

Mark "yes" or "no."



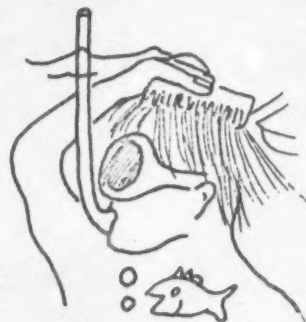
Yes

No



Yes

No



Yes

No



Yes

No



Yes

No



Yes

No

TUGGING TO TELL

First Experience Level Activity

Performance Objectives

Coping Behaviors Dimension

- . . . *take part in developing a code and using a lifeline in a communication system.*
- . . . *plan to change one group activity of the class.*

Attitudes and Appreciations Dimension

- . . . *identify one other worker on whom a diver might be dependent.*
- . . . *assume responsibility in a school activity.*

Career Information Dimension

- . . . *tell about how a lifeline is used by a diver for communication.*

Educational Awareness Dimension

- . . . *identify a physical skill needed by a diver.*

Subject Matter Concepts

Social Studies

Sociology-Anthropology

Dependence upon others

Economics

Work is a basis for role differentiation.

Preplanning Suggestions

Materials to make a chart story
Rope or string

TUGGING TO TELL

Occupations may require the use of specific materials and equipment.

Career Information

Several skills may be required to perform a given task.

Coping Behaviors

Specialized occupations result in an interdependent society.

Attitudes and Appreciations

Divers may need to communicate with persons on the surface. Telephone equipment is sometimes used for communication. A lifeline attached to the diver to bring him to the surface may also be used as a means of communication.

. . . tell how a lifeline is used by a diver for communication. PPO

Suggest to the class the idea of developing a communication system using string or rope. Keep a chart of the "code" to be used.

- 1 tug, "Help, help."
- 2 tugs, "Pull me up."
- 3 tugs, "I am fine."
- 4 tugs, "This is a good place to work."
- 5 tugs, "Not much here. I am going to look around."

. . . take part in developing a code and using a lifeline in a communication system. PPO

Provide a string or rope to extend between two children. Have one child tug and the other child read the message. After a few attempts, children may wish to change the code. Discuss how to tell when a series of tugs is completed.

. . . identify one other worker on whom a diver might be dependent. PPO

At this time ask children to identify skills used by the diver and by those above the water who are working with him.

Identify a physical or artistic skill used by a particular worker in his job.

Educational Awareness

Several skills may be required to perform a given task.

Coping Behaviors

Completion of a worthwhile task has value for the worker and for society.

Attitudes and Appreciations

. . . identify a physical skill needed by a diver. PPO

The task of diving itself includes several skills. The work to be carried on by the diver will also include a number of skills.

Add to this the skills needed for communicating by rope. Counting and knowing the codes are two skills. Before the dive someone had to fasten the lifeline which is a different skill.

The person working above water needs to understand and use the tugging codes and watch to see that too much time does not elapse between the time of the dive and surfacing. The watcher may need to start rescue operations at any time.

. . . plan to change one group activity of the class. PPO

Suggest that the class develop a series of "code" signals to use at certain times. Children can be wonderfully creative in developing codes.

. . . assume responsibility in a school activity. PPO

On the playground when time to go in arrives, raise your hand high above your head. The children who see you raise their hands, scatter to notify friends, then follow customary procedures returning to the classroom.

Raising hands is more fun than listening for a whistle. Running to signal to other children is a responsibility. The task of coming in is more pleasant when one uses skills of observing a teacher, raising an arm, running or walking to notify friends, and getting in position to return to class.

Children respond well to codes. As the codes are developed, call attention to the skills involved.

The REACT page "Do It Alone" shows situations involving several people. In some cases the task could be completed by one person doing several tasks in succession. The other situations require several people performing related tasks at the same time. Children are to identify tasks, then mark the work which could be done by one person working alone.

The REACT page, "Code," reinforces the game suggested in the activity. Encourage children to develop coding systems of their own.

CB/Level 1/12

"Do It Alone"

CB/Level 1/13

"Code"

DO IT ALONE

Mark the task one person could do alone.



CODE

Words have numerals not letters.

Write the letters under the numerals.

What are the words?

1	2	3	4	5	6	7	8	9
e	h	s	o	n	t	i	u	a

7	3	1	1	9	5	4	3	1
---	---	---	---	---	---	---	---	---

I	_____	_____	n	o	s	e.
---	-------	-------	---	---	---	----

7	9	6	1	9	6	2	7	3
---	---	---	---	---	---	---	---	---

_____	_____	_____	_____
-------	-------	-------	-------

2	4	8	3	1
---	---	---	---	---

_____.

RELATED MATERIALS

Ideas, Images and I (Book) Franco, et. al. American Book Company, 300 Pike Street, Cincinnati, Ohio 45202, 1970.

I'm Going to the Ocean (Book) Eleanor Schick. The Macmillan Company, 866 Third Avenue, New York, New York 10022, 1966.

Kingdom of Could Be You, The: Careers in Marine Science Occupations (Film, Color, 4-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60601, 1973.

Ocean Is Many Things, The (Filmstrip) Hal Smith and Lisa van Deusen. Churchill Films/Imperial Films, 622 North Robertson Blvd., Los Angeles, California 90069, 1969.

Seashell Towns (Book) Peter Sauer. Coward-McCann, Inc., 200 Madison Avenue, New York, New York 10006, 1968.

Starfish (Book) Edith Hurd Thacher. Thomas Y. Crowell Company, 201 Park Avenue South, New York, New York 10003, 1962.

Sunlit Sea, The (Book) Augusta Golden. Thomas Y. Crowell Company, 201 Park Avenue South, New York, New York 10003, 1968.

Things I Like to Do (Book) Bowmar, 622 Rodier Drive, Glendale, California 91201, 1969.

Why Can't I? (Book) Jeanne Bendeck. McGraw-Hill Book Company, Inc., 750 Third Avenue, New York, New York 10036, 1969.

You Can Work (Books) Betty W. Dietz. Steck-Vaughn, P. O. Box 2028, Vaughn Building, Austin, Texas 78767, 1970.

DIVERS

Deep-sea divers are generally classified into types. (1) Commercial divers either take part in salvage operations or help to build or repair construction projects involving underwater conditions. (2) Open-sea divers work at harvesting various products from the sea, such as pearl oysters, sponges, and seaweed. (3) Research divers are most often involved in scientific investigations dealing with biological, geological, and other oceanographic concerns. They may be particularly interested in searching for oil or other commercially valuable items. (4) Military divers carry out the defensive and offensive missions that may be called for by wartime strategies.

Most professional divers use helmet equipment, which provides them with an air supply and telephone communication. The large copper helmet is bolted to the copper breastplate of a rubberized canvas suit, called a dress. Two outlets on the back of the helmet provide attachments for the air hose and a combination lifeline and telephone cable. The amount of air can be controlled by the diver by means of an adjustment valve in the helmet. A helmet weighs about 60 pounds, and further heaviness is achieved by shoes weighing some 20 pounds each and a belt of about 80 pounds. Normally, this type of diver makes a descent by climbing down a ladder or being hoisted over the side of the vessel from which he is operating.

Skin divers use self-contained underwater breathing apparatus (SCUBA). This may involve an open-circuit apparatus, which allows air that the diver has breathed to escape, such as the aqualung. Military divers use closed or semi-closed-circuit devices to prevent bubbles from indicating their presence. Self-contained apparatus allows the diver much more mobility than the heavy deep-sea equipment, but the diver cannot stay under water so long nor dive so deep.

Diving may also be done by using diving bells. These may be either open or closed and are usually made of thick steel. Open bells maintain a working space as the air pressure in the upper part of the bell balances the water pressure from the outside. Water does not enter a closed bell. The bathysphere and the bathyscaph are examples of closed diving bells.

Any kind of extended underwater diving is dangerous. The "bends" disease can occur when a deep-sea diver rises too quickly to the surface. This is caused by excessive nitrogen released under the greater pressure below, which must be very gradually treated by decompression stages. Nitrogen narcosis is a "drunken" feeling brought about by breathing air under high pressure and is more common in shallow-water diving. Dangers may also be met in the forms of animal and plant life, extremes of temperatures, or mechanical failures in equipment.

Diving requires an exceptionally strong physique and the ability to endure a number of different kinds of physical stress. Technical skills are also required to carry out the many tasks that may be assigned. Most commercial divers are trained at the Coastal School of Deep Sea Diving in Oakland, California and the U. S. Navy's Deep Sea Diving School in Washington, D. C.

Decision Making Decision Making Decision Making Decision Making

FIRST EXPERIENCE LEVEL

CAREER DEVELOPMENT FOCUS: Things change and these changes influence the choices and decisions one makes.

OCCUPATIONAL FOCUS: Pilot

ACTIVITIES

IN THIS INFUSION STRATEGY

1. Listen to Ground Control
2. Plotting a Course
3. Places to Work
4. Pilots Read Dials



Teacher Goals

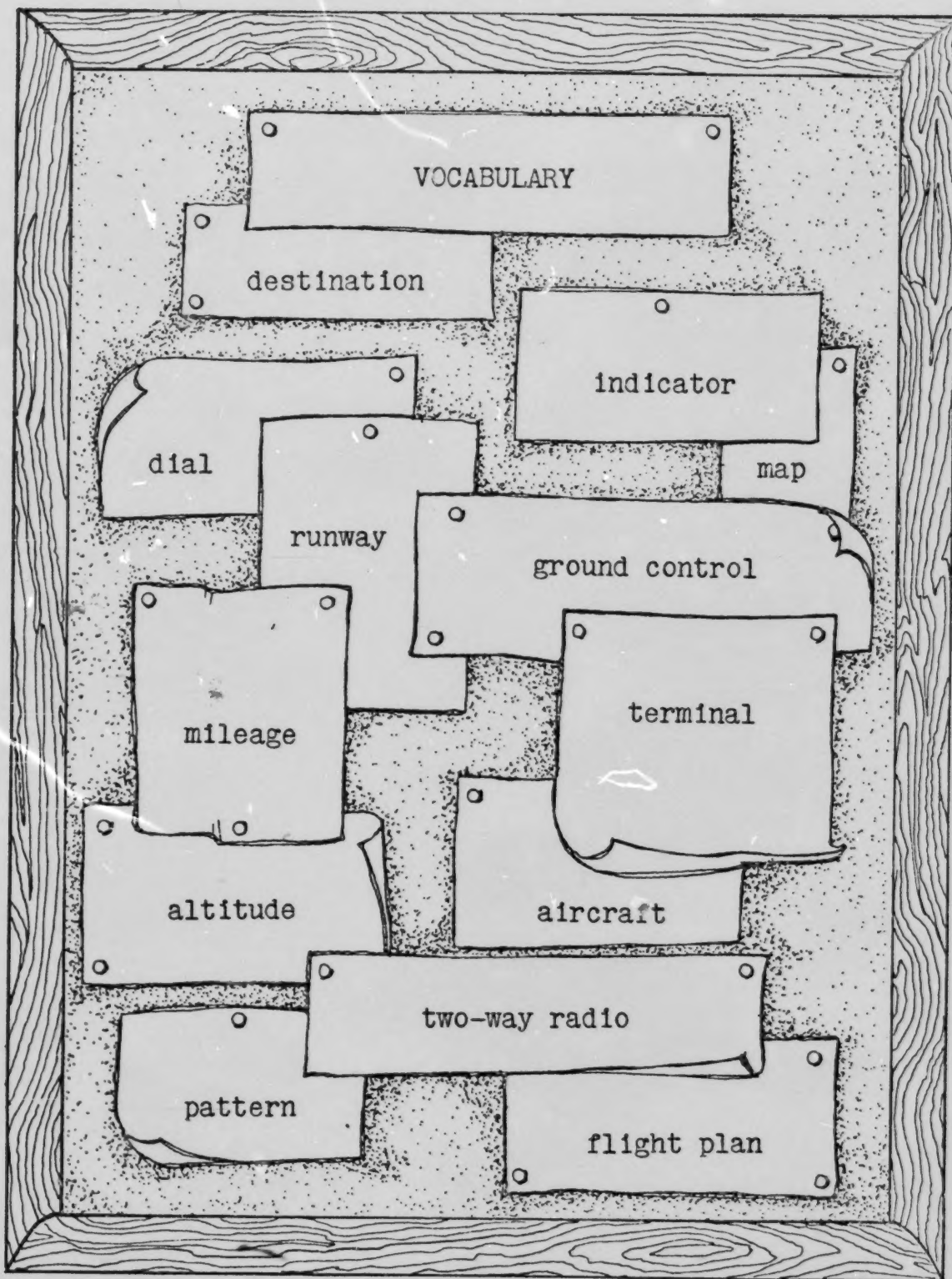
Teacher goals of this strategy combine a Decision Making Dimension subconcept with subconcepts from Attitudes and Appreciations, Career Information, and Educational Awareness, and subject matter concepts for the occupation of Pilot. In this perspective the teacher's goals are to:

Lead children to understand that plans change as an individual changes.

Help children recognize that a pilot must be able to relate to people and adapt to changing situations.

Provide situations in which children have an opportunity to learn that studying about a specific occupation will increase knowledge about special facets of many occupations.

Emphasize that communication plays a vital role in the career of a pilot.



LISTEN TO GROUND CONTROL
First Experience Level Activity

Performance Objectives

Decision Making Dimension

- . . . describe how a choice of one's own was changed by having additional information.
- . . . cite an example of a change in personal behavior caused by weather change.

Attitudes and Appreciations Dimension

- . . . describe one effect on passengers if the pilot does not follow given directions.

Career Information Dimension

- . . . identify three-fourths of the vocabulary terms developed in the classroom.
- . . . give an example of one reason why a pilot must be able to listen.

Educational Awareness Dimension

- . . . identify one example of how he learned that an aircraft has a pilot..

Subject Matter Concepts

Language Arts

- Listening and Speaking
 - Choose right word meaning in oral exercises.
 - "Let's Talk" lessons
- Listening to note details
- Grammar and Usage
 - Building sentences about cause or condition

Mathematics

- Facts and Operations
 - Cardinals to 100

Social Studies

- Sociology-Anthropology
 - Values and purposes in behavior

Preplanning Suggestions

Materials to develop a vocabulary chart

Child's walkie-talkie to be used as a two-way radio

Map of an area where children frequently walk--the neighborhood,
school, town map, etc.

An open area for playing a game

Markers for a game or cardboard for mounting markers on REACT

page

Crayons

LISTEN TO GROUND CONTROL

Occupations have their own vocabularies.

Career Information

Develop the vocabulary suggested by the infusion strategy before developing this activity.

. . . identify three-fourths of the vocabulary terms developed in the classroom. PPO

Inquire of the class which children have actually taken a trip or ride in an aircraft. Then ask which children have seen the inside of an aircraft in pictures or on television.

Discuss with the group the responsibility the pilot has for directing the plane.

Career-oriented learning may take place in school or out of school.

Educational Awareness

. . . give one example of how he learned that an aircraft has a pilot. PPO

It is important that children understand that learning can come from a variety of sources. Teachers have a responsibility to help children evaluate the reliability of the source of the information. One child always insists, "because I saw it."

Children need to learn that even what they see may not be as they interpret it. At times one must acknowledge that another person may have better information that should be respected.

Things change and these changes influence the choices and decisions one makes.

Decision Making

. . . describe how a choice of one's own was changed by having additional information. PPO

Lead children to give examples in their personal experience. A child

Occupations require special personal characteristics.

Career Information

Things change and these changes influence the choices and decisions one makes.

Decision Making

may have thought he wanted a toy he saw advertised. When he played with the toy at a friend's, the toy did not live up to his expectations. He no longer wanted the toy.

Review the idea that a flight plan is made before a plane leaves the airport. Present the idea that the pilot checks with ground control before making a landing and at intervals in a flight.

Children will probably respond with the information that a two-way radio is used. Encourage pupils to explain what is meant by two-way radio.

Ask if anyone can suggest things that a pilot and ground control might need to talk about.

Listening is a vital ability for a pilot.

. . . give an example of one reason why a pilot must be able to listen. PPO

Develop the idea of checking with ground control for landing instructions. Compare this to the child listening to specific directions and following them. Many listening activities can be developed by using taped instructions.

Elicit the information that at each airport the pilot receives instructions for take-off and landing and changing weather. A change in the plane's operation might be reason for contact between pilot and ground control.

. . . cite an example of a change in personal behavior caused by weather change. PPO

Work involves the acceptance of responsibility for a task.

Attitudes and Appreciations

Associate this kind of decision with those a child makes in school. For example, when a pupil goes to school in the morning her plans are to walk home; but a friend asks the child to play after school. What will the pupil do before changing plans for walking? An alternative problem would be if for some reason one's school bus is not operating at school dismissal time.

. . . describe one effect on passengers if the pilot does not follow given directions. PPO

By asking questions, elicit the information that a trained adult who has the responsibility for an expensive plane, and in the case of passenger planes, the lives of the passengers, is willing to follow directions from ground control.

Ask children if when walking to a familiar destination they still have to listen to directions from parents about what route to take.

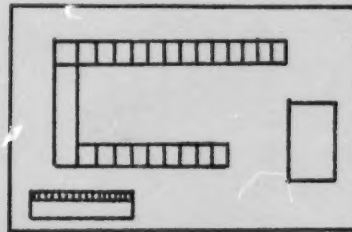
Recall the childhood impatience at the need to delay because an adult urges caution. Lead children to express why even though a child might be anxious to be on his way he will wait for the adult to finish giving advice. This waiting is really a decision based on experience. A child knows that he will be on his way only after listening to the adult. In some cases the child does not listen and usually receives some kind of punishment or threat.

Help children understand that the goal for both pilot and child is a safe trip and arrival.

Plan a listening activity which would simulate instructions from ground control to pilot. The conditions would

be discussed between pilot and ground control with ground control responsible for final decisions.

Select an open area of the classroom as the terminal. Designate walk paths in the classroom as runways.



Establish a few positive rules:
Encourage children to make suggestions.

1. Only one plane on a runway at a time.
2. Only one person speaking at a time.
3. Each plane would have an identification name or number.

Directions might be, "Plane 44 go around the holding pattern three times, then come in on runway 4." "Plane number 17 follow plane 44, stay in the holding pattern until plane 44 has landed. We will signal you."

Directions can be as imaginative as ground control wishes.

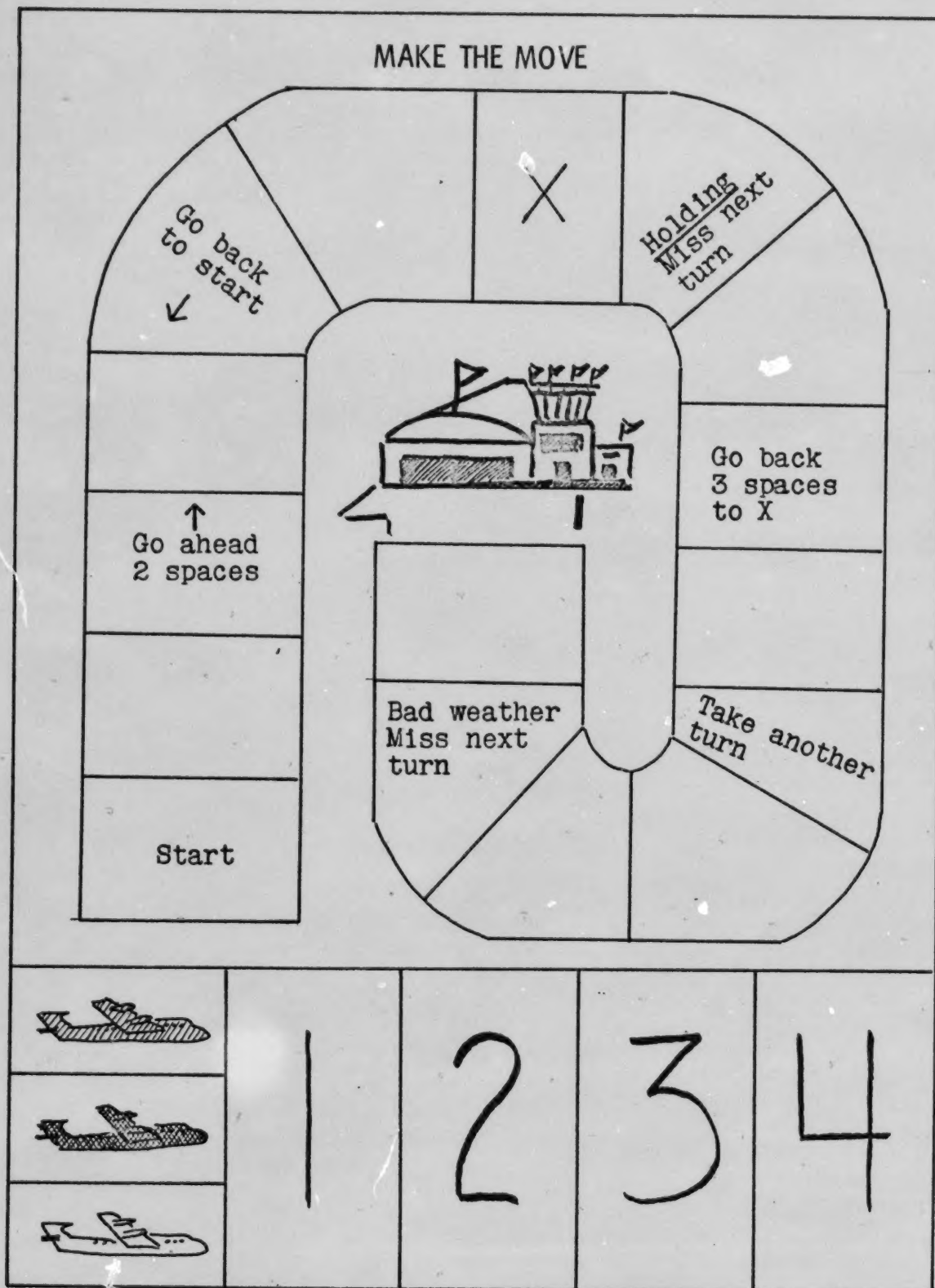
The REACT page, "Make the Move," continues the idea of following directions. Children may cut out the rectangles with planes or other markers. The rectangles numbered 1, 2, 3, 4 are to be mounted on cardboard and then cut apart. Cards are turned face down and then rearranged. A player draws a card and moves his marker the number of spaces indicated by the numeral on the card. The card

is replaced face down and the play continues. Children probably have many similar games. The rules of those games can be adapted to this REACT page game.

Help children understand that the area they land on may be all that changes the order of players. If one lands in an area in which the child is told to go back, he may suddenly be changed from leader to last.

DM/Level 1/1

"Make the Move"



304

The REACT page, "Where to Go Next," continues the idea of listening to directions. Give directions to small groups or to the entire class. Caution children to listen to complete instructions before starting to mark.

Directions to be read: "Use a blue crayon to draw a line showing the way you would walk from start to the pet store, to the fish, then home."

"Use a red crayon to draw a line from home to the tree, to the ball, to the box, then back home."

Some children will want the directions repeated. Note who these children are and plan more activities of this kind.

The REACT page can be used a third time. Give directions: "Use a green crayon to draw a line from home to the tree, to the chair, to the pet store, then back home."

Lines must be drawn to show the sequence given in the directions.

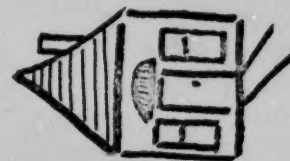
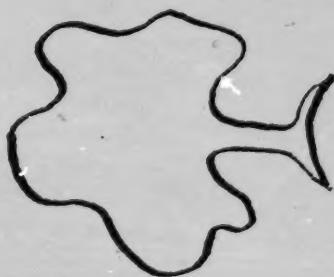
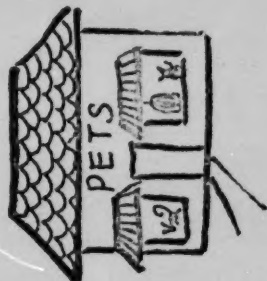
DM/Level 1/2

"Where to Go Next"

WHERE TO GO NEXT



Start



Home



306

315

REACT Page

DM/Level 1/2

PLOTTING A COURSE
First Experience Level Activity

Performance Objectives

Decision Making Dimension

- . . . *describe why a change in conditions can alter a previously made decision.*
- . . . *explain why a pilot has a special plan for landing if he cannot land in the usual place.*

Career Information Dimension

- . . . *define in his own words the term "flight plan."*

Subject Matter Concepts

Social Studies

Geography

Trace routes on simple maps.

Use of symbols

Language Arts

Listening and Speaking

Listening for information

Listen to note details

Preplanning Suggestions

Map of the neighborhood or community

Materials for road signs to be made for the room.

Large sheet of paper to make a map of the classroom.

Signs for room: North, South, East, West

PLOTTING A COURSE

Occupations have their own vocabularies.

Career Information

Pilots file flight plans before making flights.

... define in his own words the term "flight plan." PPO

Relate the idea of a flight plan to the way a child walks from home to a given destination. The idea of knowing ahead of time what course one will follow is important. Most parents have children follow a definite route.

Develop an activity in which a child describes a walk he will take in the classroom, describing his path before he starts the walk. Class members listen to the description and then watch to see if it is followed.

Later, give directions for the route. Name the starting place and one or two stops en route to a final destination.

Things change and these changes influence the choices and decisions one makes.

Decision Making

... describe why a change in conditions can alter a previously made decision. PPO

After children become adept at describing and following a simple pattern, make the game more difficult. Continue with the same starting point and destination but add a variety of intermediate stops.

After following these directions, change the game.



Things change and these changes influence the choices and decisions one makes.

Decision Making

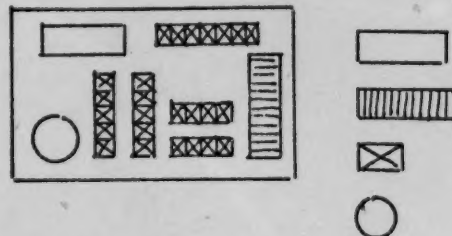
Use "Detour" or "Road Closed" signs on a path the child is to take. Watch to see which children can adapt to the changed conditions. Watch for children who are able to make new plans. Other children will be followers and either use or adopt an earlier plan. A third group of children may be unable to make any decision at all.

Continue to provide similar activities for those children who are unable to make their own satisfactory decisions. Children need help in developing self-reliance. Providing alternatives can help the insecure child or one who feels he must follow the letter of the law. Help children learn to make alternative decisions within given parameters.

... explain why a pilot has a special plan for landing if he cannot land in the usual place. PPO

Alternate plans help eliminate confusion for many people. Encourage children to give examples.

Lead into the use of a map to decide how to plan for alternatives. Using large sheets of paper, make a sketch of the classroom on the floor. Ask children to identify objects in the



room. Place the symbols for those objects on the map being developed on the floor. Develop a legend on the map to tell what the symbols stand for.

Remember to place maps for children on the floor or flat desk tops so that north, south, east, and west are in the correct positions.

Recall the directions which were given for walking from place to place in the game described earlier. Repeat similar directions, but change the child's activity. Now have the child use a pointer as he follows the described course on the map. Use cardinal direction names in a natural way. The emphasis is on making and using a map.

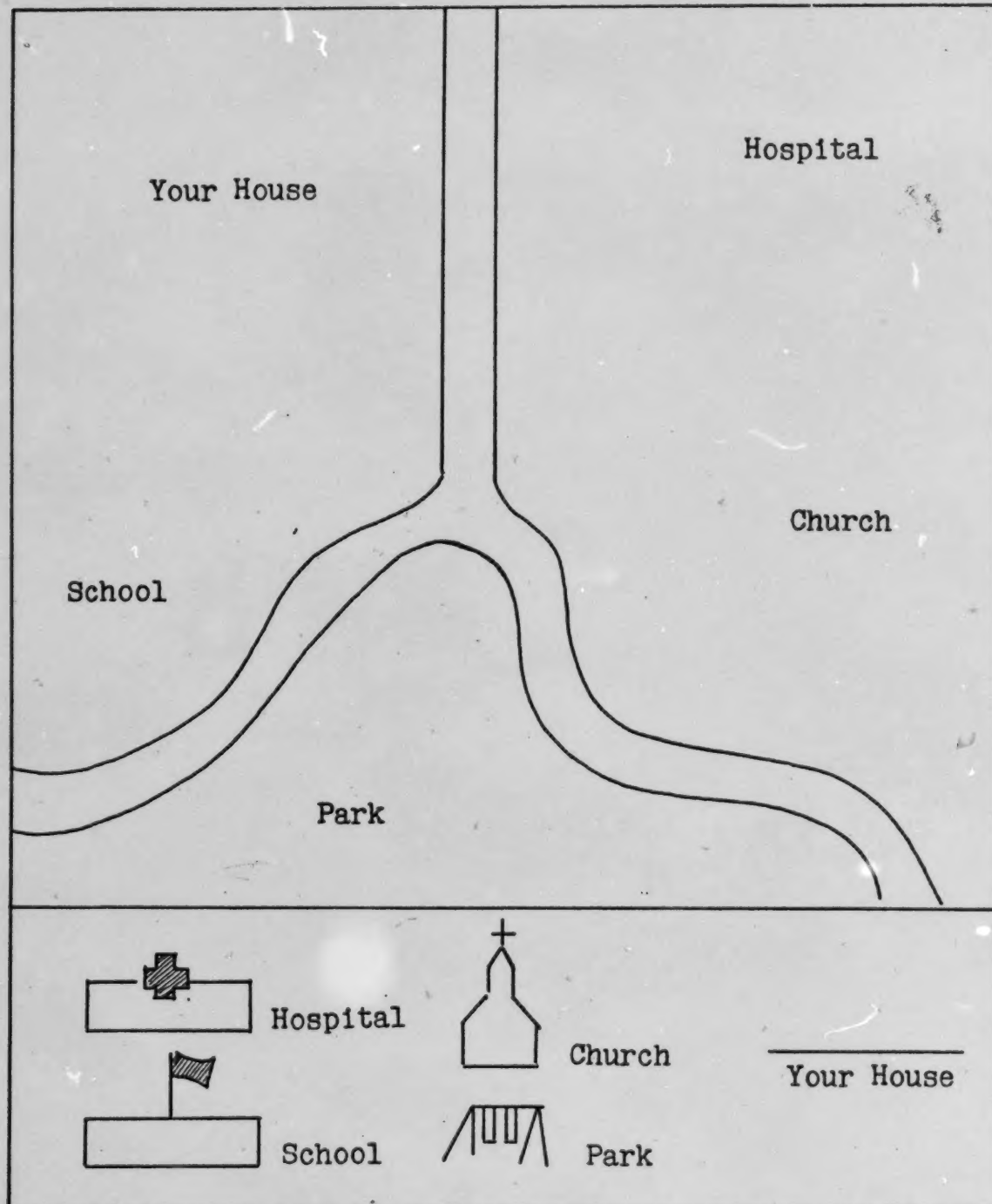
The accompanying REACT page, "Put It There," is a simple map with a legend to describe the symbols used. Children are to put the correct symbol where the word is shown on the map.

Children may wish to make more cut and paste symbols or simply draw in the correct symbol. Encourage colorful symbols. Follow this page with more detailed but similar maps of the school ground and any other local areas familiar to children.

DM/Level 1/3

"Put It There"

PUT IT THERE



311

PLACES TO WORK

First Experience Level Activity

Performance Objectives

Decision Making Dimension

- . . . *relate the difference one feels toward identical tasks at home and at school.*
- . . . *identify a task at home and an identical task at school.*

Attitudes and Appreciations Dimension

- . . . *report on two tasks at home for which one is responsible.*

Career Information Dimension

- . . . *identify two work settings familiar to a pilot.*

Subject Matter Concepts

Social Studies

Economics

Work is a basis for role
differentiation.

Language Arts

Reading

Understanding sentences

Preplanning Suggestions

Materials for a chart story to be used in the room
Materials for individual chart stories by children
Materials for children to make pictures

PLACES TO WORK

Occupations have their own work settings.

Career Information

Things change and these changes influence the choices and decisions one makes.

Decision Making

Things change and these changes influence the choices and decisions one makes.

Decision Making

The pilot's task of flying a plane is probably familiar to children, and the plane could be identified as the place a pilot works.

Introduce the concept of the airline terminal as a place the pilot also works. The earlier activity in this strategy, "Listen to Ground Control," refers to a flight plan made before leaving the airport. The planning a pilot does before a flight is part of his work.

. . . identify two work settings familiar to a pilot. PPO

Ask children what they consider to be their own work setting. Distinguish between home tasks and school tasks. Make the same kind of distinction for pilots. The pilot has home tasks which are not related to his work as a pilot, yet in both places he may perform the same duty.

. . . identify a task at home and an identical task at school. PPO

Lead children to understand that hanging up one's clothes at home and hanging up one's clothes at school are the same activity. Encourage children to suggest other tasks which are common to home and school.

. . . relate the difference one feels toward identical tasks at home and at school. PPO

Recall suggestions children have made about common home-school tasks.

Work involves the acceptance
of responsibility for a task.

Attitudes and Appreciations

Ask in which place, home or school,
it seems easier to do a specific
thing. Does it seem easier to hang
up one's wrap at home or at school?

*. . . report on two tasks at
home for which one is respon-
sible. PPO*

Make a list on the chalkboard of home
tasks for which children in the class
are responsible. Use the chart as a
reading lesson.

Work at Home

Feed the pets
Set the table
Hang up my clothes
Put my toys away
Empty the wastebasket

Put the children's pictures on the
bulletin board. Lead children to
identify any responsibilities at
school that are similar to tasks at
home.

Recall that the pilot has two work
settings which might be compared to
the child's school setting. Both
the child and the pilot have home
tasks and both have away-from-home
tasks.

Lead children to verbalize the idea
that even though the task is the same,
the work setting may affect the atti-
tude one has toward the task.

The accompanying REACT page, "Find
the Worker," continues the concept
that work is a basis for role dif-
ferentiation.

The pictures on the REACT page show
children and adults in similar situa-
tions. Discussion centers around

work and workers in general rather than around a specific worker.

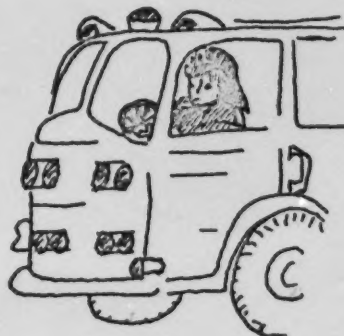
Children's reasoning may have a different interpretation than the conventional one. If the reasoning is satisfactory, accept divergent responses. The attitudes about career information that are now being developed for the child may be different than the attitudes he has experienced in previous situations.

DM/Level 1/4

"Find the Worker"

FIND THE WORKER

Ring the person who is working.



PILOTS USE DIALS

First Experience Level Activity

Performance Objectives

Decision Making Dimension

- . . . state how a condition changed which made a pilot change altitude.*

Career Information Dimension

- . . . read one dial other than a clock that a pilot would use.*

Educational Awareness Dimension

- . . . identify one way a pilot uses numbers.*

Subject Matter Concepts

Mathematics

Facts and Operations

Cardinals to 100

Use of $>$ $<$

Geometry

Number line, identify number order

Preplanning Suggestions

Demonstration clock

Collection of dial faces (Magazines or catalogs may have samples of dial faces.)

Visuals of control panels of airplanes

Materials for "homemade" dial faces

PILOTS READ DIALS

Occupations require the use of specific materials and equipment.

Career Information

Present a clock face set at any hour. After children have read the clock, have children discuss the idea of using numerals on other dials.

. . . read one dial other than a clock that a pilot would use. PPO

Children can identify speedometers and odometers on cars. Some radios and televisions have dials for selecting programs.

Mathematics offers opportunities for children to read a dial and then tell whether a different setting comes before or after the given setting. The number line can also be used for this activity.

Display a picture of the control panel of an aircraft. Library books frequently have pictures or visuals from posters or brochures. Discuss what purpose the various dials serve for the pilot.

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

. . . identify one way a pilot uses numbers. PPO

Children will suggest mileage, altitude, and counting. Be certain that the concepts of size relate to numbers which a child can understand.

Develop an activity in which children are pilots and indicate how the new reading on a dial would compare to a former reading. These might involve dramatizations between pilot and ground control.

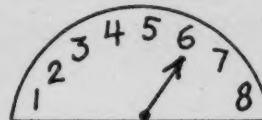
Things change and these changes influence the choices and decisions one makes.

Decision Making

... state how a condition changed which made a pilot change altitude. PPO

Present story problem; which state a reason for the pilot changing his speed or altitude. "Altitude pointer at 6, change to 7." Would the altitude be greater than (7) or less than (2) the original reading?

Elicit from pupils times when the driver of a car needed to slow down or speed up. Children will be able to create many problems of their own.



The numerals represent units--perhaps in thousands of feet or miles--but always relate the number to a unit when developing the idea of a dial.

"Speed indicator at 15, change to 13." Is 13 greater than or less than 15?

The accompanying REACT page, "More or Less," emphasizes the way a pilot uses mathematics. The child will bring to the activities a knowledge of dials in his own life. The mathematical concept of more or less relates easily to an understanding of how to read a dial.

DM/Level 1/5

"More or Less"

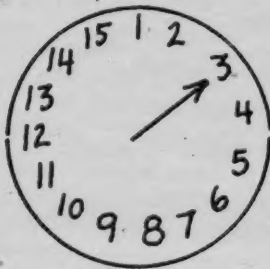
MORE OR LESS

Make the proper sign.



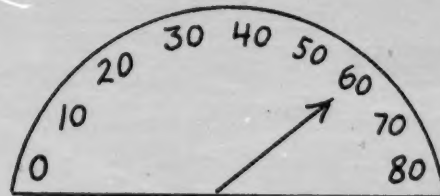
Make a problem.

Tell a story.



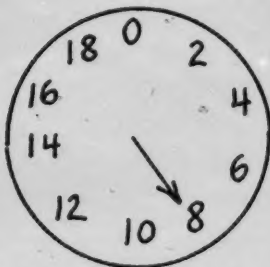
3 _____ 2

3 _____ 6



60 _____ 80

60 _____ 70



8 _____ 16

8 _____ 4



5 _____ 3

5 _____ 6

6 _____ 7

30 _____ 40

19 _____ 20

7 _____ 6

70 _____ 6

31 _____ 13

RELATED MATERIALS

Airport in the Jet Age (Film, Color, 11-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611, 1973.

Beginning Responsibility: Learning to Follow Instructions (Film, Color, 11-min.) Coronet Instructional Films, Coronet Building, 65 East South Water Street, Chicago, Illinois 60601, 1970.

The Busy Airport (Film, Color, 11-min.) Coronet Instructional Films, Coronet Building, 65 East South Water Street, Chicago, Illinois 60601, 1970.

Changes, Changes (Book) Pat Hutchins. The Macmillan Company, 866 Third Avenue, New York, New York 10022, 1971.

Girls Can Be Anything (Book) Norma Klein. E. P. Dutton and Company, Inc., 201 Park Avenue South, New York, New York 10003, 1973.

Have You Seen Roads (Book) Joanne Oppenheim. Young Scott Books, 333 Avenue of the Americas, New York, New York 10014, 1969.

Helicopter Helpers (Film) Bailey Film Associates, 2211 Michigan Avenue, Santa Monica, California 90404, 1969.

Ideas, Images and I (Book) Franco, et. al. American Book Company, 300 Pike Street, Cincinnati, Ohio 45202, 1970.

The Kingdom of Could Be You: Careers in Transportation (Film, Color, 4-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611.

Transportation (Filmstrip) Bailey Film Associates, 2211 Michigan Avenue, Santa Monica, California 90404, 1969.

PILOTS

The men who have the responsibility for flying a multi-million dollar plane and transporting safely as many as 200 passengers or more are the pilot and the copilot. The pilot (called "captain" by the airlines) operates the controls and performs other tasks necessary for flying a plane, keeping it on course, and landing it safely. He supervises the copilot, flight engineer, and flight attendants. The copilot is second in command. He assists the captain in air-to-ground communications, monitoring flight and engine instruments, and operating the controls of the plane.

Both captain and copilot must do a great deal of planning before their plane may take off. They confer with the company meteorologist about weather conditions and, in cooperation with the airline dispatcher, they prepare a flight plan along a route and at altitudes which offer the best weather and wind conditions so that a safe, fast, and smooth flight may be possible. This flight plan must be approved by Federal Aviation Administration (FAA) air traffic control personnel. The copilot plots the course to be flown and computes the flying time between various points. Prior to takeoff, both men check the operation of each engine and the functioning of the plane's many instruments, controls, and electronic and mechanical systems.

During the flight, the captain or copilot reports by radio to ground control stations regarding their altitude, air speed, weather conditions, and other flight details. The captain also supervises the navigation of the flight and keeps close watch on the many instruments which indicate the plane's fuel load and the condition of the engines, controls, electronic equipment, and landing gear. The copilot assists in these duties.

Before landing, the captain or the copilot rechecks the operation of the landing gear and requests landing clearance from air traffic control personnel. If visibility is limited when a landing approach is being made, the captain may have to rely primarily on instruments such as the altimeter, air speed indicator, artificial horizon, and gyro compass and instrument landing system. Both men must complete a flight report and file trip records in the airline office when the flight is ended.

Some pilots, employed by airlines as "check pilots," make at least two flights a year with each captain to observe his proficiency and adherence to FAA flight regulations and company policies. Airlines employ some pilots to fly planes leased to private corporations. Airlines also employ pilots as instructors to train both new and experienced pilots in the use of new equipment.

Although pilots employed in general aviation usually fly planes smaller than those used by the scheduled airlines, their pre-flight and flight duties are similar to those of airline pilots. These pilots seldom have the assistance of flight crews. In addition to flying, they may perform minor maintenance and repair work on their planes.

To do any type of commercial flying, pilots or copilots must be licensed by the FAA. Airline captains must have an "airline transport pilot's"

license. Copilots and most pilots employed in general aviation must have a "commercial airplane pilot's" license. In addition, pilots who are subject to FAA instrument flight regulations or who anticipate flying on instruments when the weather is bad, must have an "instrument rating." Pilots and copilots also must have a rating for the class of plane they can fly (single-engine, multi-engine, or seaplane), and for the specific type of plane they can fly, such as DC-6 or Boeing 707.

To qualify for a license as a commercial pilot, applicants must be at least 18 years old and have at least 200 hours of flight experience. To obtain an instrument rating, applicants must have at least 40 hours of instrument time, 20 hours of which must be in actual flight. Applicants for an airline transport pilot's license must be at least 23 years old and have a total of 1,200 hours of flight time during the previous 8 years, including night flying and instrument flying time.

Before a person may receive any license or rating, he must pass a physical examination and a written test given by the FAA covering subjects such as principles of safe flight operations, Federal Aviation Regulations, navigation principles, radio operation, and meteorology. He also must submit proof that he has completed the minimum flight-time requirements and, in a practical test, demonstrate flying skill and technical competence. His certification as a professional pilot remains in effect as long as he can pass an annual physical examination and the periodic tests of his flying skills required by Government regulation. An airline transport pilot's license expires when the pilot reaches his 60th birthday.

A young man may obtain the knowledge, skills, and flight experience necessary to become a pilot through military service or from a private flying school. Graduation from flying schools approved by the FAA satisfies the flight experience requirements for licensing. Applicants who have appropriate military flight training and experience are required to pass only the Federal Aviation Regulations examination if they apply for a license within a year after leaving the service. Those trained in the armed services have the added opportunity to gain experience and accumulate flying time on large aircraft similar to those used by the airlines.

As a rule, applicants for a copilot job with the airlines must be between 20 and 35 years old, although preference is given to applicants who are between ages 21 and 28. They must be 5 feet 6 inches to 6 feet 4 inches tall and weigh between 140 and 210 pounds. All applicants must be high school graduates; some airlines require 2 years of college and prefer to hire college graduates. Physical requirements for pilots, especially in scheduled airline employment, are very high. They must have at least 20/100 vision corrected to 20/20, good hearing, outstanding physical stamina, and no physical handicaps that would prevent quick reactions. Since flying large aircraft places great responsibilities upon a pilot, the airlines use psychological tests to determine an applicant's alertness, emotional stability and maturity, and his ability to assume responsibility, command respect, and make quick decisions and accurate judgments under pressure.

Men hired by the scheduled airlines (and by some of the larger supplemental airlines) usually start as flight engineers, although they may begin as copilots. An applicant for a flight crew member job with a scheduled

airline often must have more than the FAA minimum qualifications for commercial pilot licensing. For example, although the FAA requires only 200 flying hours to qualify for such a license, the airlines generally require from 500 to 1,000 flying hours. Airlines also require a "restricted" radio-telephone operator permit, issued by the Federal Communications Commission, which allows the holder to operate the plane's radio.

Pilots employed in business flying are required to have a commercial pilot's license. In addition, some employers require their pilots to have instrument ratings, and some require pilot applicants to have air transport pilot ratings. Because of the close relationship between pilots and their passengers, employers look for job applicants who have pleasant personalities.

All newly hired airline copilots go through company orientation courses. In addition, some airlines give beginning copilots or flight engineers from 3 to 10 weeks of training on company planes before assigning them to a scheduled flight. Trainees also receive classroom instruction in subjects such as flight theory, radio operation, meteorology, Federal Aviation Regulations, and airline operations.

The beginning copilot generally is permitted only limited responsibility, such as operating the flight controls in good weather over a route that is easy to navigate. As he gains experience and skill, his responsibilities are increased gradually, and he is promoted to copilot on larger, more modern aircraft. When he has proved his skill, accumulated sufficient experience and seniority, and passed the test for an airline transport pilot's license, a copilot may advance to captain as openings arise. A minimum of 2 or 3 years service is required for promotion but, in actual practice, advancement often takes at least 5 to 10 years or longer. The new captain works first on his airline's smaller equipment and, as openings arise, he is advanced to larger, more modern aircraft.

Although larger, faster, and more efficient jet planes are likely to be used in the years ahead, increased passenger and cargo miles may exceed substantially the increase in capacity realized from the new equipment. Therefore, employment of pilots is likely to increase to the extent that increased growth of traffic exceeds increased capacity.

Employment of pilots in general aviation activities is expected to continue to grow very rapidly, particularly in business flying, aerial application, air-taxi operations, and patrol and survey flying. Growth in these areas will result from the greater use of aircraft to perform these general aviation activities.

Captains and copilots are among the highest paid wage earners in the nation. The earnings of captains and copilots depend on factors such as the type, size, and speed of the planes they fly, the number of hours and miles flown, and their length of service. They receive additional pay for night and international flights. Captains and airline copilots who have at least 3 years of service are guaranteed minimum monthly earnings which represent a substantial proportion of their earning.

Under the Federal Aviation Act, airline pilots cannot fly more than 85 hours a month; some union-management contracts, however, provide for 75-hour a month maximums. Though pilots and copilots, in practice, fly approximately 60 hours a month, their total duty hours, including before-and-after

flight activities and layovers before return flights, usually exceed 100 hours each month.

Some pilots prefer shorter distance flying usually associated with local airlines and commercial flying activities, such as air-taxi operations, because they are likely to spend less time away from their home bases and fly mostly during the daytime. These pilots, however, have the added strain of making more takeoffs and landings daily.

Although flying does not involve much physical effort, the pilot often is subject to stress because of his great responsibility. He must be constantly alert and prepared to make decisions quickly. Poor weather conditions also can make his work more difficult.

Adapted from: Occupational Outlook Handbook, 1970-71 edition.
U. S. Department of Labor, Washington, D. C.
pp. 693-697.

THINGS ARE GETTING BETTER

FIRST EXPERIENCE LEVEL INFUSION STRATEGY

CAREER DEVELOPMENT FOCUS: Problems which conflict with one's goals can be identified and assessed.

OCCUPATIONAL FOCUS: Licensed Practical Nurse

ACTIVITIES

IN THIS INFUSION STRATEGY

1. Knowing When and How Many
2. I Like People
3. How Many Today?
4. How Long Do I Work?
5. Where I Work



Teacher Goals

Teacher goals of this strategy combine a Decision Making Dimension subconcept with subconcepts from Attitudes and Appreciations, Career Information, and Educational Awareness, and subject matter concepts for the occupation of Licensed Practical Nurse. In this perspective the teacher's goals are to:

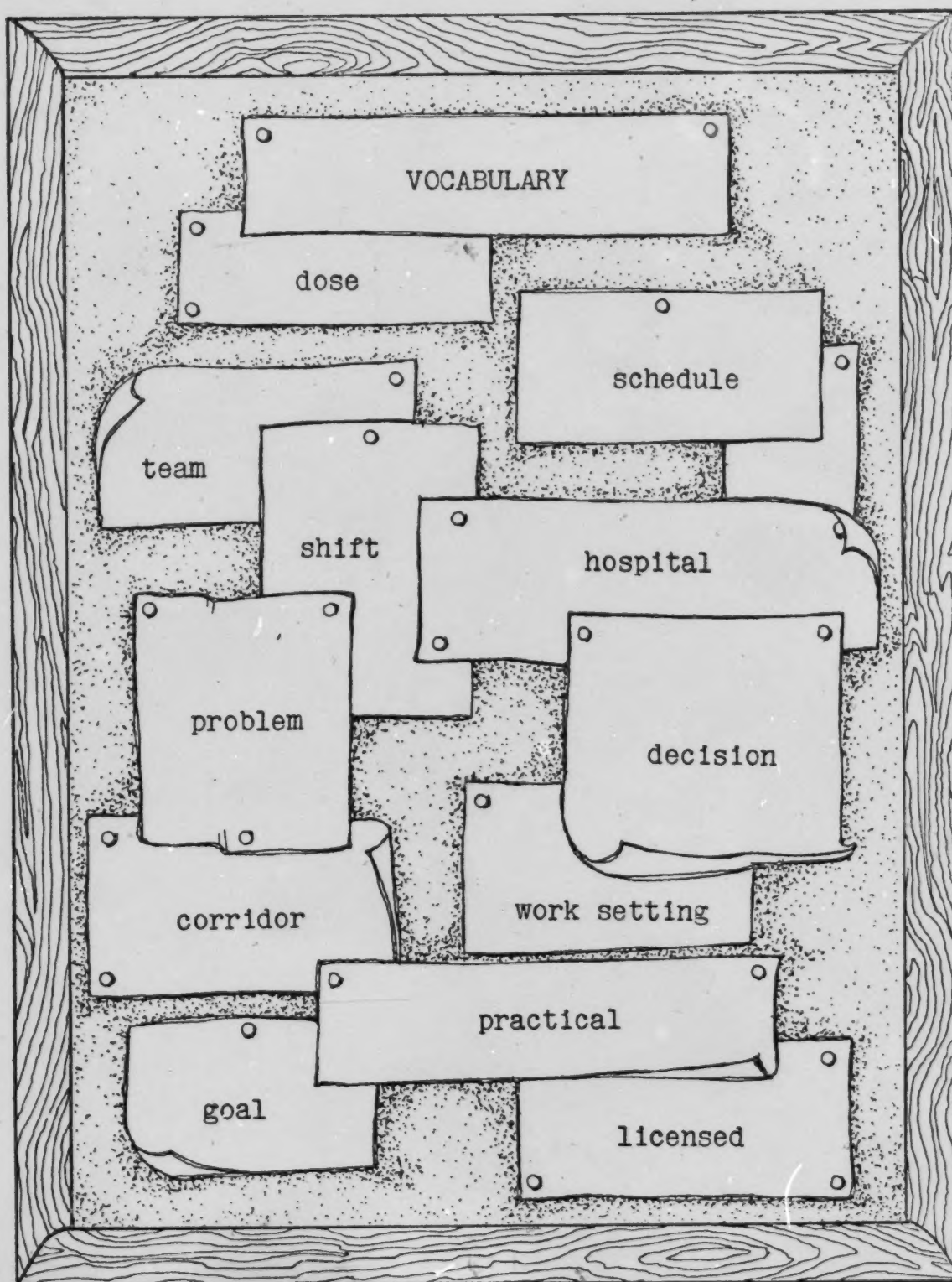
Assist pupils in identifying a personal scheme for arriving at a decision.

Plan mathematical activities which provide opportunities to develop understanding of the career development dimensions.

Help children become aware of the roles that a licensed practical nurse plays in a community.

Help children develop an understanding of subject matter concepts in the ongoing curriculum.

Develop an inquiring attitude toward careers by studying the tasks of a licensed practical nurse.



KNOWING WHEN AND HOW MANY
First Experience Level Activity

Performance Objectives

Decision Making Dimension

- . . . distinguish between problems which can be solved without adult help and those which require help from an adult.
- . . . state an instance of how lack of information could prevent one from performing a task in the classroom.

Attitudes and Appreciations Dimension

- . . . describe the effect upon oneself when another person was unable to perform a task related to the classroom.
- . . . cite an example of something an LPN does that could be done by either men or women.
- . . . explain why a licensed practical nurse must be prompt, accurate, and dependable.
- . . . discuss the feeling which one has upon finishing a specified task at school or at home.
- . . . explain how an LPN functions as part of a working team.

Educational Awareness Dimension

- . . . identify at least two skills and facts needed by a licensed practical nurse.
- . . . identify at least two specific skills or facts that have been learned at school.

Subject Matter Concepts

Mathematics
Facts and Operations
Sums through 10
Cardinals to 100
Counting by 2's
Measurement
Time

Social Studies
Sociology-Anthropology
Dependence upon others
Values and purposes in
behavior

Preplanning Suggestions

Demonstration clock

Manipulatives to simulate pills and paper cups to hold pills, spoons, and bottles for simulated liquid medicine (The school nurse would be a help in suggesting materials.)

Materials for making charts to list activities and times

Nurse clothing if possible from parents or devised by children

Record chart suggested in the activity

Assigned room chores listed

KNOWING WHEN AND HOW MANY

Problems which conflict with one's goals can be identified and assessed.

Decision Making



Ask children if they have ever had to take medicine. As the children reply, lead them into describing the schedule they had for taking medicine.

... distinguish between problems which can be solved without adult help and those which require help from an adult. PPO

Elicit responses that show what problems made keeping a schedule difficult. Perhaps an adult forgot to give medicine or the child was away from the home and no medicine was available.

Help children explain how the problems could have been solved. Responsibility for remembering could have been shared, or a reminder note could have been posted. Perhaps the person taking the medicine was never told to help remember the schedule.

Introduce a situation in which children will use manipulatives. Suggest that a nurse has four patients, each with a different order for medicine.

Medicine Order

Mary Smith, Room 80
One blue pill every hour

John Jones, Room 79
Two green pills every hour

Jim Tall, Room 81
One red pill every hour until
7 have been taken

Jill Jacks, Room 83
Two blue pills every hour

A great many tasks can be performed by men or women.

Attitudes and Appreciations

Work involves the acceptance of responsibility for a task.

Attitudes and Appreciations

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

Discuss what number activities are involved--knowing how to read a clock at least to the hour, counting, and reading numbers.

Use manipulatives to show the way a nurse could have pills ready in small cups before taking medicine to each child. Stress the importance of being accurate and planning ahead.

. . . cite an example of something an LPN does that could be done by either men or women. PPO

Stage a mini-dramatization with one child role playing nurse and other children role playing patients. Emphasize that nurse can be male or female by calling on boys as well as girls to play the nurse role.

Have children practice preparing medicine to be used once for each patient. When children understand and can prepare medicine for each patient ask, "How can the LPN be sure she gave the medicine as many times as she was supposed to give it?"

. . . describe the effect upon oneself when another person was unable to perform a task related to the classroom. PPO

. . . identify at least two skills and facts needed by a licensed practical nurse. PPO

Lead children to suggest that a chart could be used to keep a record. This record would help each nurse and the doctor know exactly how much medicine has been administered and the effect

it is having on a patient. Lead children to give examples of what has happened in school when directions have been followed but because of some unusual circumstance changes had to be made.

Help set up a chart for the class to use.

Point out that a nurse usually works 8 hours. If there is room, the chart might well be made for 24 hours but one nurse could use only an 8-hour block.

Time	8	9	10	11	12	1	2	3
Mary	1							
Jim	1							
John	2							
Jill	2							

Choose a different child to administer medicine each hour. Help record the information on the big chart.

As a child takes a turn, have the clock set at the proper hour.

. . . explain why a licensed practical nurse must be prompt, accurate, and dependable. PPO

At intervals ask children if anyone is keeping a record of the number of pills Jim has had. Lead children to suggest that record spaces for more than 7 places should be blocked off.

. . . Jim

Continue recording the activity until all doses for one 8-hour period are recorded.

Most occupations include common expectations, such as punctuality, dependability, and avoidance of excessive absence.

Attitudes and Appreciations

Completion of a worthwhile task has value for the worker and for society.

Attitudes and Appreciations

Career-oriented learning may take place in school or out of school.

Educational Awareness

Problems which conflict with one's goals can be identified and assessed.

Decision Making

Lead children to understand that complete records must be kept for the health and well-being of the patient.

Encourage children to discuss any feelings of satisfaction or dissatisfaction an LPN might have knowing he is caring for patients in his working period.

. . . discuss the feeling which one has upon finishing a specified task at school or at home. PPO

Ask children how they feel when they finally turn in a school lesson. Remind children how the family may depend on certain tasks being completed. Point out that praise is usually preferable to scolding.

. . . identify at least two specific skills or facts that have been learned at school. PPO

Point out to children that many mathematical concepts are involved in something that appears as simple as administering medicine. Review the activities: telling time, counting, and reading numbers. Ask where children may have learned these activities.

An activity which flows directly from the chart involves keeping a running count of the amount of each kind of medicine used by a nurse during her block of time. This could be related to the idea of keeping a sufficient supply of medicine on inventory.

. . . state an instance of how lack of information could prevent one from performing a task in the classroom. PPO

Specialized occupations result
in an interdependent society.

Attitudes and Appreciations

Situations arise in classrooms when children need more information to complete a task. Housekeeping chores and milk time activities are delayed when the child assigned to the task does not know where the supplies are to be found. Children sometimes feel that one classmate has an excessive number of opportunities to perform routine tasks. Often the child is selected simply because that child knows how to secure information about where and how to perform a task.

Elicit from children the importance of the person who keeps medical supplies in a hospital. Help children understand that the person keeping supplies depends on others to tell him how much of a particular drug is being used or is needed.

. . . explain how an LPN functions as part of a working team. PPO

The interdependence of people in the medical profession needs to be emphasized. The doctor prescribes, the pharmacist secures, and the nurse administers medicine.

The accompanying REACT page is adapted from the big chart developed by the class. Children use mathematical concepts of telling time and counting. The page can be used individually by competent students, as a group activity, or as an individualized activity for students who need help.

DM/Level 1/6

"Keeping a Record"

KEEPING A RECORD

Mark the clocks.

Write the time.

Medicine		Medicine	
 8 o'clock	Mary <u>1</u> John <u>2</u> Jim <u>1</u> Jill <u>1</u>	 9 o'clock	Mary <u>1</u> John <u>2</u> Jim <u>1</u> Jill <u>1</u>
 10 o'clock	Mary <u>1</u> John <u>2</u> Jim <u>1</u> Jill <u>1</u>	 11 o'clock	Mary <u>1</u> John <u>2</u> Jim <u>1</u> Jill <u>1</u>
 12 o'clock	Mary <u>1</u> John <u>2</u> Jim <u>1</u> Jill <u>1</u>	 1 o'clock	Mary <u>1</u> John <u>2</u> Jim <u>1</u> Jill <u>1</u>
 2 o'clock	Mary <u>1</u> John <u>2</u> Jim <u>1</u> Jill <u>1</u>	 3 o'clock	Mary <u>1</u> John <u>2</u> Jim <u>1</u> Jill <u>1</u>

8:00 to 3:00

Mary had _____ pills.

Jim had _____ pills.

John had _____ pills.

Jill had _____ pills.

I LIKE PEOPLE

First Experience Level Activity

Performance Objectives

Decision Making Dimension

- . . . *explain why a licensed practical nurse needs to know the patient's problems in order to help the patient.*
- . . . *cite a problem of one's own which can be overcome and a problem which cannot be overcome.*

Career Information Dimension

- . . . *describe why a licensed practical nurse needs to have the ability to listen and talk to people.*

Subject Matter Concepts

Language Arts
Listening and Speaking
Listen to interpret
feelings
"Let's talk" lessons

Social Studies
Sociology-Anthropology
Individual characteristics

Preplanning Suggestions

Plan activities which recall what a "goal" is.
Plan role-playing situations; prepare part of the room for a stage or role-playing area.

I LIKE PEOPLE

The individual worker determines which aspects of an occupation may be pleasant or unpleasant.

Career Information

Problems which conflict with one's goals can be identified and assessed.

Decision Making

Ask children to recall times they may have been frightened or worried and what they did about resolving the difficulty.

. . . describe why a licensed practical nurse needs to have the ability to listen and talk to people. PPO

Lead children to understand that sharing a problem may ease the burden. As the discussion evolves, elicit the explanation that some persons have as part of their training an understanding of how to help people by talking to them or listening to the patient or the patient's family.

Plan dramatizations in which a nurse comforts patients. Follow with dramatizations in which the LPN talks to the family of the patient.

Stress the idea that helping the patient get well is the goal of the nurse. If there is any problem the nurse can resolve for the patient, she is helping the patient.

Problems can range from simple to complex. A patient might not like the food or might find the room temperature uncomfortable. Other concerns might be centered around being lonely or feeling guilty about sickness or an accident.

. . . explain why a licensed practical nurse needs to know the patient's problems in order to help the patient. PPO

Problems which conflict with one's goals can be identified and assessed.

Decision Making

. . . cite a problem of one's own which can be overcome and a problem which cannot be overcome. PPO

The REACT page involves telling or writing a story about each picture. The pictures are designed to present problems with possible solutions. Children are to identify the problems of any one person and suggest solutions.

DM/Level 1/7

"Who Can Do It?"

WHO CAN DO IT?

Who needs help?

Who is helping?

Tell why.



HOW MANY TODAY

First Experience Level Activity

Performance Objectives

Decision Making Dimension

- . . . state one goal for an LPN and present a simple goal-obstructing problem.*
- . . . tell one personal experience where lack of information made reaching a goal more time-consuming.*

Educational Awareness Dimension

- . . . give an example of learning to count "how many" that could occur out of school.*

Subject Matter Concepts

Mathematics
Facts and Operations
Counting by 1's, 2's
Problem Solving
Combining groups in oral stories

Preplanning Suggestions

Plan how the room can be best prepared for staging a dramatization of hospital activity in keeping track of patients in a series of rooms.
Plan to help children prepare charts for keeping a record of patients in rooms and supplies needed by patients.

HOW MANY TODAY

Problems which conflict with one's goals can be identified and assessed.

Decision Making

Nurses need to keep supplies ready for patients. An LPN in a hospital might be assigned to change sheets on each bed for all patients in rooms on the corridor of a hospital.

... state one goal for an LPN and present a simple goal-obstructing problem. PPO

Elicit information that the number of patients may change from one working shift to another. The goal of the LPN will be more easily reached if each time he comes on duty he determines how many beds will need changing. Students may think of many other examples.

Arrange several groupings of children in the classroom to represent areas of work assigned to an LPN. Chairs can represent beds, children in the chairs, patients. Select a child to be the LPN.

If each bed needs two sheets, how many are needed today? Provide counters of some kind to represent sheets.

Present the problem as one the LPN is to solve the next time he comes on duty. The LPN will leave the area, the number of patients may or may not change, then the LPN reports back for duty and solves the problem.

Children need to understand that problem solving includes checking elements of the problem. Help the LPN by watching to see if he checks number of patients before deciding on the number of supplies to get.

Children can compare this activity to placing place settings on the dinner table. The child saves time by

Career-oriented learning may take place in school or out of school.

Educational Awareness

Problems which conflict with one's goals can be identified and assessed.

Decision Making

finding out how many places to set before carrying silver to the table.

. . . give an example of learning to count "how many" that could occur out of school. PPO

Ask children about times in their own lives when they have needed to have more information or to check information in order to solve a problem.

Children frequently start on errands without checking where to go, or they may count out objects without knowing how many are needed.

. . . tell one personal experience where lack of information made reaching a goal more time-consuming. PPO

In a classroom, children are frequently responsible for distributing supplies. Help children develop the attitude of doing tasks quickly and well.

The first REACT page stresses the idea of matching. Two approaches are included in the activities. Children need to study each activity to decide what they must do. In discussing this page with children, point out the differences between the ability to count out and ring a given number of objects and the ability to create enough objects to match a given number.

The second REACT page presents story problems with missing information. Read the pages with children and help them verbalize the fact that is missing. The missing information may be presented to the class as a number

for all children to use. Each child
may also make his own problem. Stress
reading for information.

DM/Level 1/8

"One For One"

DM/Level 1/9

"The Missing Clue"

ONE FOR ONE

4 Patients -
4 glasses

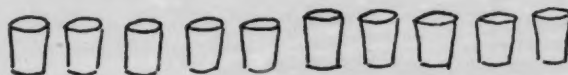


2 patients -
2 glasses



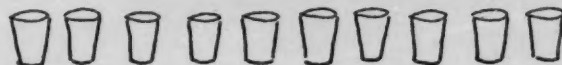
Make enough or
Ring enough

6 Patients



3 Patients

5 Patients



9 Patients

345

THE MISSING CLUE

Part of each problem is missing.

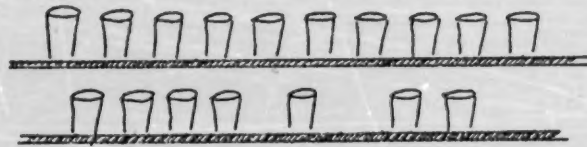
You make your own problem.

Each patient needs 1 glass.

*I needed 4 glasses
yesterday*



4 glasses yesterday



_____ glasses today

_____ + _____ = _____

Each patient needs 1 glass.



1 new patient today

_____ glasses today

_____ + _____ = _____

*I have a new
patient*



HOW LONG DO I WORK

First Experience Level Activity

Performance Objectives

Decision Making Dimension

- . . . *distinguish between acceptable and non-acceptable reasons for not reaching a goal.*

Attitudes and Appreciations Dimension

- . . . *name the time school starts and dismisses.*
- . . . *tell about a situation in which one voluntarily assumed responsibility for a task.*
- . . . *distinguish between jobs which must relate to specified amounts of time and those which relate to task performance.*

Educational Awareness Dimension

- . . . *describe how being able to tell time can help any worker.*

Subject Matter Concepts

Mathematics
Measurement
Time

Preplanning Suggestions

Demonstration clocks
Chart of school time activities assigned by the administration or agents outside the control of the teacher

HOW LONG DO I WORK?

Most occupations include common expectations, such as punctuality, dependability, and avoidance of excessive absence.

Attitudes and Appreciations

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

Problems which conflict with one's goals can be identified and assessed.

Decision Making

A nurse in a hospital probably works an eight hour day with changes in shifts. Children can become aware that the working time is prescribed by the hiring agent and the worker accepts the assignment.

. . . name the time school starts and dismisses. PPO

Discuss with children the hours of attendance at school. Compare those hours to the hours that a worker in any career has.

. . . describe how being able to tell time can help any worker. PPO

Help children decide what time an LPN might report for work and then figure what time the LPN will go off duty.

Use the idea of the number line, counting spaces between numerals. Remind the pupils that time is measured for twelve hour periods so that counting is: . . . 11, 12, 1, 2, . . .



. . . distinguish between acceptable and non-acceptable reasons for not reaching a goal. PPO

Emphasize the responsibility the LPN has for being on time. The responsibility is to patients and other workers as well as to himself.

Work involves the acceptance of responsibility for a task.

Attitudes and Appreciations

Most occupations include common expectations, such as punctuality, dependability, and avoidance of excessive absence.

Attitudes and Appreciations

Present the problem that faces an LPN if it is time to go off duty and the replacement has not arrived.

. . . tell about a situation in which one voluntarily assumed responsibility for a task. PPO

When a child is absent, almost every child will offer to do special tasks assigned to the absent child. Encourage children to state a reason for willingness to do any specific task on a voluntary basis.

After children become proficient at counting eight-hour time periods, introduce the idea of twenty-four hours of duty and help children record the times of the shifts. Vary starting times for the LPN.

. . . distinguish between jobs which must relate to specified amounts of time and those which relate to task performance. PPO

Discuss how one might figure babysitting hours. In many cases the hours of work depend on the task rather than on a set number of hours.

Accompanying REACT pages continue activities which have been introduced. The first page reviews time; the second page should include a class discussion about times that various workers do work. Allow for divergent opinions.

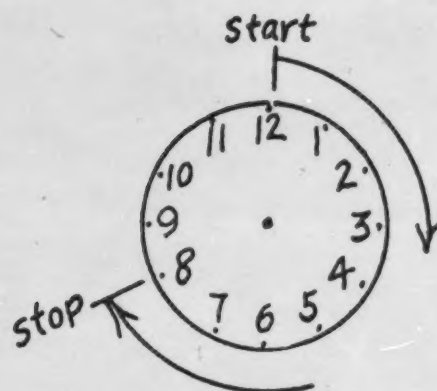
DM/Level 1/10

"That Many Hours"

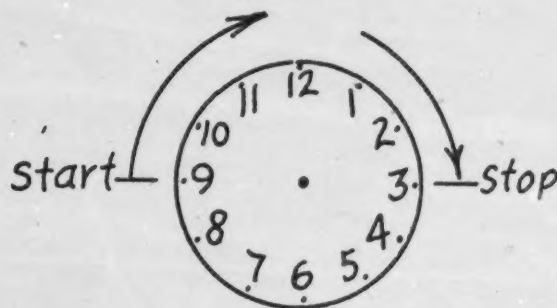
DM/Level 1/11

"Work Hours"

THAT MANY HOURS



How many hours from 12 to 8? _____ hours



How many hours from 9 to 3? _____ hours

Draw a clock.

Show the time.

How many hours from 12 to 6? _____ hours

WORK HOURS

Who might work the same hours every day?

Who works every day?

Mark a picture. Tell a story about the worker.



SCHOOL GIRL



LIBRARIAN



MOTHER



FARMER



BABY SITTER



SPORTS ANNOUNCER

WHERE I WORK

First Experience Level Activity

Performance Objectives

Decision Making Dimension

- . . . identify a personal reason for choosing a particular work setting and a personal reason for avoiding a particular work setting.*

Career Information Dimension

- . . . identify two ways in which an LPN's settings may differ from each other.*

Subject Matter Concepts

Language Arts

- Listening and Speaking
 - Noting and remembering details
 - Choose correct word meanings in oral exercises.

Reading

- Main ideas
- Understanding sentences
- Visual discrimination

Social Studies

- Sociology-Anthropology
 - Individual characteristics

Preplanning Suggestions

- Chart materials for recording a nurse's work settings.
- Drawing materials for children
- Materials for class chart stories

WHERE I WORK

Occupations have their own work settings and work settings may include many occupations.

Career Information

Review the work settings in which one might find a licensed practical nurse. Record on the chalk board each work setting that is discussed.

Work Settings for LPN

Home
Hospital
Doctor's Office
School

Discuss the variety of duties that are encountered in each of the work settings.

... identify two ways in which an LPN's settings may differ from each other. PPO

In a home, taking care of one patient, the LPN would be alone and responsible for all the needs of the patient. In a doctor's office or hospital, the LPN would be around many people and might have a specialized task to do for many patients.

Following the discussion suggest that each child select, from the list on the chalk board, the work setting he would choose if he were an LPN.

Explain that each child should be able to state a reason for his choice and a reason for avoiding a different work setting.

Ask each child to draw a picture of the work setting he would choose.

Problems which conflict with one's goals can be identified and assessed.

Decision Making

... identify a personal reason for choosing a particular work setting and a personal reason for avoiding a particular work setting. PPO

Keep a class record by having each child make a tally mark after the place of his choice as it appears on the chalk board list.

Work Settings for LPN

Home IIII 1
Hospital IIII 111
Doctor's Office 11
School 1

When all choices have been tallied, have the children count the tally marks. Select a child to write the numeral which indicates how many tally marks appear with each work setting.

Accept any reasons the child gives for choosing a work setting. If the reasons are unrealistic, continue a discussion with the child to help him evaluate his decision.

A child may say, "I like to do things for people who are sick." Point out that in all work settings LPN's would probably be with people who are sick. Lead the child to express a different kind of reason such as: "I wouldn't want to stay in one house all day." This negative reason can direct attention to settings that provide opportunity to be in a more gregarious setting.

Continue the discussion until a child can select one place that is most appealing to him.

Direct children's attention to making decisions by using a process of elimination.

On the child's picture, write the child's reason for his choice of work setting. Later make a class chart showing each of the reasons.

I would like to be an LPN in a home.

It is nice to do things for one person.

I like to be sort of alone.

Being home makes people get well easier.

The charts can become part of the language arts program.

The REACT page provides an opportunity for the child to express an opinion about his present preference for a work setting.

DM/Level 1/12

"Places to Work"

PLACES TO WORK

Match words

Hospital

Office

School

Hospital

Office

Home

Home

School



Write the word or
draw a picture

If I am a nurse I want to work in:

RELATED MATERIALS

Beginning Responsibility: Learning to Follow Instructions (Film, Color, 11-min.) Coronet Instructional Films, Coronet Building, 65 East South Water Street, Chicago, Illinois 60601, 1970.

Curious George Goes to the Hospital (Book) Margret Rey. Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107, 1966.

Doctors and Nurses: What Do They Do? (Book) Carla Green. Harper & Row, 49 East 33rd Street, New York, New York 10016, 1971.

Going to the Doctor, Dentist, Hospital (Sound Filmstrip) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611, 1973.

Job Puzzles (Picture Puzzles) Developmental Learning Materials, 7440 North Natches Avenue, Niles, Illinois 60648, 1973.

The Kingdom of Could Be You: Careers in Health Occupations (Film, Color, 4-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611.

Let's Meet the Nurse (Tape) Mincom Division, 3-M Company, 3-M Center, St. Paul, Minnesota 55101, 1971.

Sam (Book) Ann Herbert Scott. McGraw-Hill Book Company, Inc., 1221 Avenue of the Americas, New York, New York 10020, 1968.

School and School Helpers (Pictures and Resource Sheets) David C. Cook Texas Educational Aids, 4725 Main Street, Houston, Texas 77002, 1970.

LICENSED PRACTICAL NURSE

Licensed practical nurses assist in caring for medical and surgical patients, convalescents, handicapped people, and others who are physically or mentally ill. Under the direction of physicians and registered nurses, they provide nursing care which requires technical knowledge but not the professional training of a registered nurse.

In hospitals, licensed practical nurses provide much of the bedside care needed by patients such as taking and recording temperatures and blood pressures, changing dressings, administering certain prescribed medicines, and bathing bed patients and helping them in other ways with personal hygiene.

Other duties include assisting physicians and registered nurses in examining patients and in carrying out complex nursing procedures; assisting in the delivery, care, and feeding of infants; and helping registered nurses in recovery rooms by reporting any adverse changes in patients recovering from the effects of anesthesia.

Licensed practical nurses employed in private homes care mainly for patients whose day-to-day care seldom involves highly technical procedures or complicated equipment. In addition to providing the nursing care ordered by physicians, they prepare patients' meals and perform other tasks essential to patients' comfort and morale. Licensed practical nurses also teach family members how to perform simple nursing tasks.

In doctors' offices and in clinics, licensed practical nurses help physicians by preparing patients for examinations and treatments. In addition, they make appointments and record information about patients.

About one-half of all licensed practical nurses are employed in hospitals. Most of the others work in nursing homes, clinics, doctors' offices, sanitariums, and other long-term care facilities. Public health agencies and welfare and religious organizations also employ many licensed practical nurses. Some work in the homes of their patients.

All states and the District of Columbia regulate the preparation and licensing of practical nurses. Usually, licenses are issued only to those candidates who have completed a course of instruction in practical nursing which has been approved by the state board of nursing, and who have also passed a licensing examination.

Young people seeking to enroll in state-approved training programs usually must be at least 17 or 18 years old and have completed at least 2 years of high school or its equivalent. Physical examinations are required and aptitude tests given. Some states accept candidates who have completed only the eighth or ninth grade. Other states require high school graduation. Many schools that do not require completion of high school nevertheless give preference to graduates.

In 1968, nearly 1,200 state-approved programs provided training in practical nursing. More than one-half were offered by public schools as a part of vocational and adult education programs. Other programs were available at junior colleges, or were sponsored by local hospitals, health agencies, and private educational institutions, and were usually 1 year in length.

The training offered includes both classroom study and clinical practice. Classroom instruction covers nursing concepts and principles and related subjects such as anatomy, physiology, medical-surgical nursing, administration of drugs, nutrition, first aid, and community health. This work is supplemented by laboratory practice and by supervised work in hospitals where students apply their skills to actual nursing situations.

Essential personal qualities needed in practical nursing include mental alertness, patience, understanding, emotional stability, and dependability. Good health is extremely important.

Licensed practical nurses are expected to be in strong demand during the years ahead. Employment is expected to continue to rise very rapidly through the 1970's, and a large number of new jobs will have to be filled each year as health facilities continue to expand. Factors contributing to increased employment are a greater need for health services because of growth in the population, the increasing ability of persons to pay for health care, and the continuing expansion of both public and private health insurance plans. Also, greater utilization of licensed practical nurses for work which does not require the skills of a registered nurse is expected to continue to create many job opportunities.

Many hospitals give licensed practical nurses periodic pay increases after specific periods of satisfactory service. Some hospitals also provide free laundering of uniforms; less frequently, meals and uniforms are furnished without charge. A few institutions provide free lodging. The scheduled work-week generally is 40 hours but often includes some work at night and on weekends and holidays. Provisions for paid holidays and vacations and for health insurance and pension plans are common in many hospitals.

Adapted from: U. S. Department of Labor. Occupational Outlook Handbook, 1970-71 edition. (Washington, D. C.: Government Printing Office), 1971. pp. 93-95.

[illegible]

FIRST EXPERIENCE LEVEL

CAREER DEVELOPMENT FOCUS: Family members perform work they are capable of performing, responsibilities are shared, and the family is an inter-dependent unit.

OCCUPATIONAL FOCUS: Theater Manager

ACTIVITIES IN THIS INFUSION STRATEGY

1. The Show Must Go On
2. Wage Earners
3. Hello, Good-By
4. Alike and Different
5. Now Playing



Teacher Goals

Teacher goals of this strategy combine a Lifestyle Dimension subconcept with subconcepts from Attitudes and Appreciations, Career Information, and Educational Awareness, and subject matter concepts for the occupation of Theater Manager. In this perspective the teacher's goals are to:

Help each child describe the variety of tasks of a theater manager.

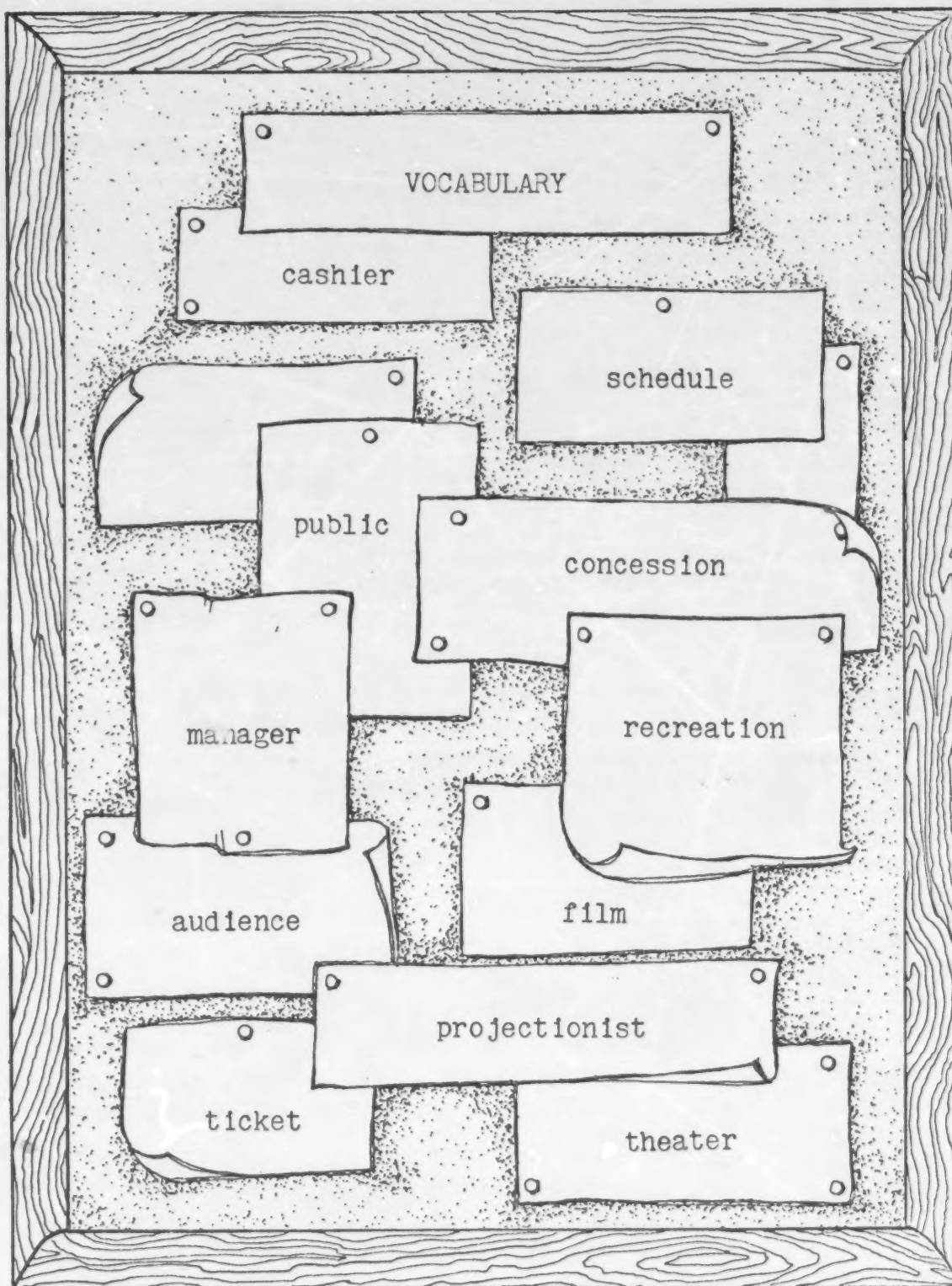
Lead children to understand the influence of the work of the wage earners upon other members of the family.

Develop respect for each individual's contribution to the family unit.

Give pupils an opportunity to study the interdependence of workers and the effect each person's success or failure has on others.

Develop an appreciation of individuality of workers.

Help children understand that with authority one also has responsibility.



THE SHOW MUST GO ON
First Experience Level Activity

Performance Objectives

Lifestyle Dimension

- . . . describe the effect on the family when one parent works in the evening.

Attitudes and Appreciations Dimension

- . . . explain the responsibility of a person in a managerial position when an employee cannot be on the job.
- . . . describe the effect on the family if one person cannot adjust to a change of plans due to a change of work hours.

Career Information Dimension

- . . . point out an unpleasant feature and a pleasant feature of the manager's job.

Subject Matter Concepts

Social Studies
Sociology-Anthropology
Dependence upon others
Family as a basic social unit
Values and purposes in behavior

Preplanning Suggestions

Calendar or list of days of the week
Chart of class activities and responsibilities

THE SHOW MUST GO ON

Family members perform work they are capable of performing, responsibilities are shared, and the family is an interdependent unit.

Lifestyle

The individual worker determines which aspects of an occupation may be pleasant or unpleasant.

Career Information

Specialized occupations result in an interdependent society.

Attitudes and Appreciations

The family of the theater manager must adapt to his working schedule. This strategy is based on the assumption that the theater is in a suburb or small community and the manager assumes responsibility for the entire operation. He can select his own working time, while assigning work time to his employee might be inconvenient.

. . . describe the effect on the family when one parent works in the evening. PPO

Suggest that the theater manager must be at the theater some evenings to observe the worker's reaction to the behavior of the audience.

. . . point out an unpleasant feature and a pleasant feature of the manager's job. PPO

Present a problem to the class. The theater manager is responsible for the operation of the theater. He has an assistant who works on Tuesday, Thursday, and Saturday nights. The manager works Monday, Wednesday, Friday, and Sunday nights. His family has planned a pleasure trip for Saturday, Saturday night, and Sunday.

. . . explain the responsibility of a person in a managerial position when an employee cannot be on the job. PPO

Saturday morning before the trip starts, the assistant calls to say he is sick and will not be able to work until Monday evening.

Work involves the acceptance
of responsibility for a task.

Attitudes and Appreciations

What will happen to the family trip planned by the manager's family? In this case the responsibility is unpleasant because the decision must be made by the manager and the decision will have an effect on the family in any case. If a substitute is unavailable, Father will work; if a substitute is used, Father will be able to go.

Lead children to plan a dramatization of the situation. The size of the family and the location of the trip must be determined by the class. Obviously such a short time period for the trip implies going to a nearby locality. Help children decide how a family will accept the news that the father is now responsible for the theater on Saturday night.

*... describe the effect
on the family if one person
cannot adjust to a change
of plans due to a change of
work hours. PPO*

Alternative plans could be made: (1) Mother and the children could take the trip without Father; (2) Father could hunt for a substitute for his job on Saturday night; (3) the family could all stay home and take the trip another time; or (4) another shorter day trip could be planned.

As the dramatizations are presented, suggest that a variety of solutions should be used. Lead children to tell about times in their own lives when family plans have had to change because a worker in the family had to go to work unexpectedly or some similar crisis arose. Comment favorably on statements which indicate that a child understands the interdependence of the family. Lead children to theorize about how the worker must feel knowing his family is disappointed. Then ask what the family

members could do to show they understand the value of the worker's contribution to the family. Cheerfulness is difficult. Help children make positive suggestions about how to show another person you appreciate him.

The REACT page presents two picture stories which show children reacting to an adult and an adult reacting to children.

The children in the class are to study the picture, tell a story, and mark the appropriate face for the child or adult. There are no "right" or "wrong" reactions, but there can be reactions which show appreciation for others.

Describe the conditions for the work the children are to do. In the top picture the girl is asking her mother if she may go with her friends. The mother's response is "no." How would the little girl look at Mother after the mother says "No?" Choose the face. Tell what happens next.

The picture on the lower part of the page shows a mother ready to go to a party. Her child comes to her hurt and crying. What kind of a face would the mother use? Choose the face and tell what happens next.

A lifestyle which has family members performing work they are capable of performing includes accepting one's social role in the family. Adults and children must learn to accept their family roles.

LS/Level 1/1

"How Do You Feel?"

HOW DO YOU FEEL?



WAGE EARNERS

First Experience Level Activity

Performance Objectives

Lifestyle Dimension

- . . . *identify occupations of one's own family as having usual or unusual working hours compared to one's own school hours.*

Attitudes and Appreciations Dimension

- . . . *describe the responsibility a theater manager has to the public and himself in scheduling films.*

Career Information Dimension

- . . . *describe a physical, social, or intellectual ability for three jobs in a theater.*

Subject Matter Concepts

Social Studies

Economics

Work is a basis for
role differentiations.
Earning money

Sociology-Anthropology

Family as a basic
social unit

Mathematics

Measurement

Time
Money

Preplanning Suggestions

Materials for a chart story
Dimes and nickels for REACT page
Toy or demonstration clocks

WAGE EARNERS

Occupations require special personal characteristics.

Career Information

Identify the kinds of tasks assigned to the people who work for the theater manager.

Ticket Seller
Ticket Collector
Concession Operator
Projectionist
Janitor
Secretary

. . . describe a physical, social, or intellectual ability for three jobs in a theater.
PPO

Discuss the probable age and requirements of each wage earner. Children may know one or more of the workers. High school students might be responsible for tickets and concession. The projectionist and janitor could be part-time employees; the secretary could be any age but probably should be a full-time permanent employee.

Plan to have children role play the various jobs. Point out the difference between part-time and full-time occupations and the way a lifestyle could be best suited to a part-time or full-time job.

Work involves the acceptance of responsibility for a task.

Attitudes and Appreciations

. . . describe the responsibility a theater manager has to the public and himself in scheduling films. PPO

As children discuss the need for a theater manager to follow a schedule, ask individuals about schedules someone in their family must follow.

Family members perform work they are capable of performing. responsibilities are shared, and the family is an interdependent unit.

Lifestyle

. . . identify occupations of one's own family as having usual or unusual working hours compared to one's own school hours. PPO

A child who has a brother or sister who delivers papers will understand that "neither snow, nor sleet . . ." can keep the paper from being delivered.

Changing shifts of one family member can affect the entire family. Some households must have very quiet mornings because one person may be a day sleeper. Not all families have 8:00 to 5:00 work days.

The REACT pages continue the idea that a manager must know about each worker. A simple knowledge about money and telling time are concepts which are used.

LS/Level 1/2

"How Much?"

LS/Level 1/3

"When?"

HOW MUCH?



Tickets are 40¢.

Mark enough coins in each box to buy one ticket.



WHEN?

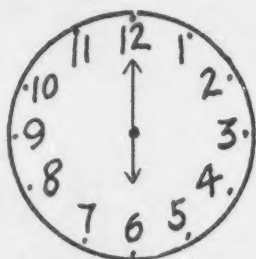
I work 4 hours a day.

The first clock shows when I start work.

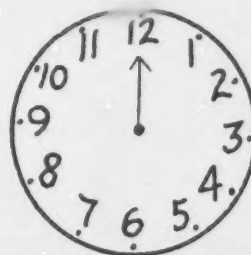
The second clock shows when I stop work.

Make the missing hands.

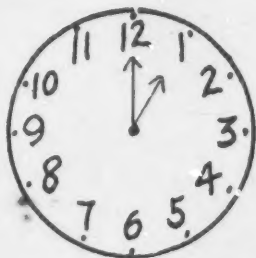
Write the time.



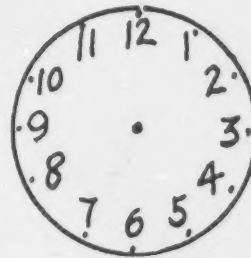
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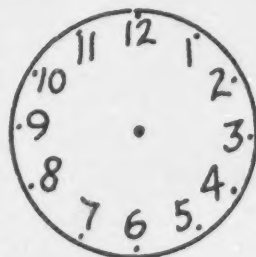
Stop _____



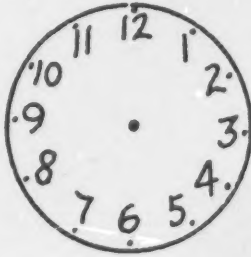
Start 1:00



Stop _____



Start 4:00



Stop _____

HELLO, GOOD-BY

First Experience Level Activity

Performance Objectives

Lifestyle Dimension

- . . . name three changes which would occur in the manager's own life if the family moved from its present community.
- . . . identify two responsibilities of a theater manager.
- . . . identify two tasks for which he is responsible.

Attitudes and Appreciations Dimension

- . . . identify three behaviors always expected of school children.
- . . . discuss the relationship of one's own tasks to the tasks of others in the family.

Subject Matter Concepts

Social Studies

Sociology-Anthropology

Lifestyles differ with time and place.

Family as a basic social unit

Economics

Earning money

Production of goods and services

Preplanning Suggestions

Make plans to interview a local theater manager.
Materials for a chart which lists tasks which remain unchanged even when a family changes residences
Tape recorder to tape interview

HELLO, GOOD-BY

Family members perform work they are capable of performing, responsibilities are shared, and the family is an inter-dependent unit.

Lifestyle

Family members perform work they are capable of performing, responsibilities are shared, and the family is an inter-dependent unit.

Lifestyle

Set the scene so that children understand the parameters of the situation. The theater manager works for a corporation which owns many theaters.

The manager has an opportunity to manage a larger theater but the family must move to a different part of the country.

. . . name three changes which would occur in the manager's own life if the family moved from its present community.
PPO

In earlier times families frequently were in a community for several generations. In the last quarter century, the mobility of families has increased greatly. Undoubtedly some children in every classroom have experienced a move.

Encourage children to tell their own experiences or a friend's experiences when a family leaves one community for another.

. . . identify two responsibilities of a theater manager.
PPO

Interview the local theater manager to discover tasks that remain unchanging even though he may move from one location to another. Many times people are unable to come for an interview. As an alternative ask the theater manager to make a tape recording of his responses to questions prepared by the class. The tape can be played many times in the class for various listening activities.

Most occupations include common expectations, such as punctuality, dependability, and avoidance of excessive absence.

Attitudes and Appreciations

Family members perform work they are capable of performing, responsibilities are shared, and the family is an interdependent unit.

Lifestyle

Selecting films to be shown

Scheduling films for special audiences

Knowing how many adult tickets and children's tickets are sold

Keeping a record of money earned and cost to run the theater

Hiring people to sell tickets, take tickets, run the projector, clean and repair the theater, sell and keep in stock all foods sold in concessions

Advertise the films in newspapers and on radio and television

. . . identify three behaviors always expected of school children. PPO

Children who have moved from one school to another can identify commonalities which are found in the various classrooms, such as punctuality, courtesy, dependability, and responsiveness.

. . . identify two tasks for which he is responsible. PPO

During the time children are waiting for the taped response or the interview, suggest making a list of tasks in the home that would remain the same for children regardless of where they live.

Most occupations include common expectations, such as punctuality, dependability, and avoidance of excessive absence.

Attitudes and Appreciations

My tasks

Hang up my clothes
Empty the wastebasket

Compare the task lists of the children in class.

Does family size have any relationship to the number or kinds of tasks?

Plan a game in which a child dramatizes a home task he performs. Have other children try to identify the task.

. . . discuss the relationship of one's own tasks to the tasks of others in the family. PPO

Lead children to conclude that the lifestyle in a family has certain constants. These routines help make homes familiar and comfortable. Name tasks at school which children do that help make for smooth operation of the classroom.

The pictures on the REACT page present situations which a child might encounter at home. A child's involvement with tasks will depend on the family's lifestyle. There are as many responses as there are families. Expect children to give reasons for any response that is made.

The second REACT page develops the idea that a theater manager might need to play many roles. The responses of children should be similar. In a few cases a child might

be able to give a reason for a seemingly unsuitable response.

LS/Level 1/4

"My Work at Home"

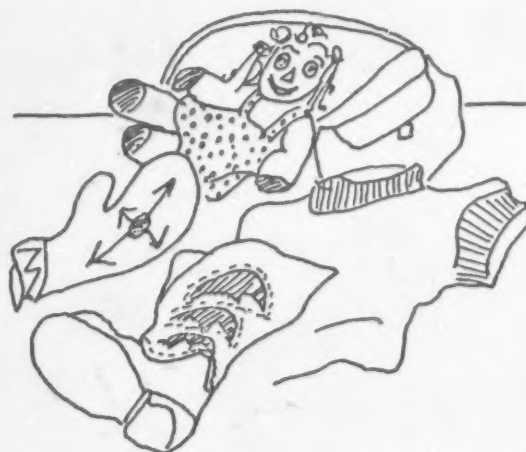
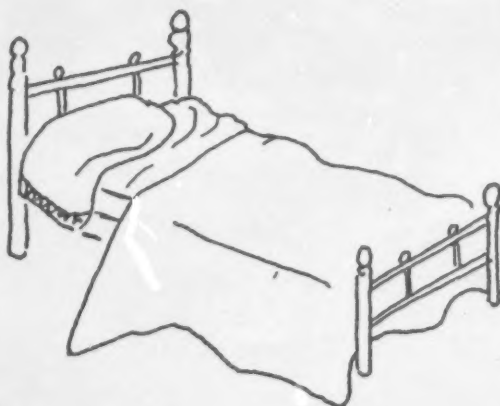
LS/Level 1/5

"Work to Do"

MY WORK AT HOME

Mark the work you could do.

Tell what else you could do.



WORK TO DO

Would a theater manager do this at work? Mark the pictures that show what a theater manager might do at work. Tell why you think so.

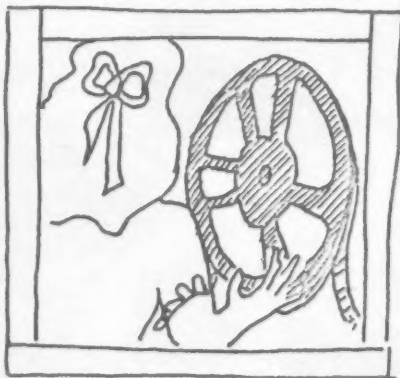


yes no maybe



yes no maybe

PROJECTION ROOM



yes no maybe



yes no maybe

ALIKE AND DIFFERENT
First Experience Level Activity

Performance Objectives

Lifestyle Dimension

. . . name the occupations of most earners in one's own family.

Attitudes and Appreciations Dimension

. . . cite two occupations which are similar because of tasks involved.

Career Information Dimension

. . . name three different jobs available in a theater.

. . . express a task similarity between two occupations.

Subject Matter Concepts

Social Studies

Economics

Work is a basis for
role differentiations.
Division of labor

Science

Scientific Method

Describe, find similarities
and differences

Language Arts

Listening and Speaking

Choosing correct word
meaning
Listening comprehension

Preplanning Suggestions

List of the various jobs in a theater

Sheets with dittoed headings which indicate a child is to ask each wage earner in the family what job the wage earner holds. Headings on the pages will be: (1) Name, (2) Relationship to Child, and (3) Name of Job.

ALIKE AND DIFFERENT

Family members perform work they are capable of performing, responsibilities are shared, and the family is an interdependent unit.

Lifestyle

Career development includes progression through stages of educational and occupational training.

Career Information

. . . name the occupations of most earners in one's own family. PPO

Prepare a sheet for each child to record the information about the occupation of each wage earner in the family.

My sister, Helen, is a baby sitter.
My mother is a secretary.
My brother, Jim, is a bagger in a supermarket.
My father is a bicycle repairman.

. . . name three different jobs available in a theater.
PPO

Develop with the class a role-playing activity in which one child is the theater manager who interviews applicants for various jobs in his theater.

Children need to know the fundamental requirements for each position. The ticket seller and concession manager need to use mathematics. The projectionist should have simple mechanical skills. The ticket taker needs to be able to handle any gate crashes or other minor problems. As each role is studied, the "interviewer" should be able to ask pertinent questions. He will need to know the time the theater opens, the time the show starts, and the length of showing time. The common expectations of courtesy, dependability, and punctuality are also involved.

Discuss with each child or with groups the kind of skills needed by workers

Occupations require special personal characteristics.

Career Information

A great many tasks can be performed by men or women.

Attitudes and Appreciations



in a theater and the kind of skills and attitudes of family members. Ask children if the projectionist's tasks would be most like a bicycle repairman's tasks or a secretary's tasks. Encourage children to surmise which members of their own families might be able to work in a theater. Children frequently have amazingly accurate insights about character traits of people.

The REACT pages provide an opportunity for children to find similarities in occupations.

... express a task similarity between two occupations.
PPO

Each exercise on the REACT pages shows three workers. Two of the occupations have obvious similarities while the third is really divergent. The pupil is to mark the two workers whose occupations seem to have related skills.

Some children may have a very good reason for selecting two workers whose tasks seem divergent. Listen to each child's reasons, then with the help of other children decide if the reasons are acceptable. Insist that the likenesses are in task orientation only. Help children understand that age, sex, or social differences are not valid reasons.

... cite two occupations which are similar because of tasks involved. PPO

Always allow for the person who is
a divergent thinker.

carpenter	electrician
paperboy	mailman
secretary	librarian

LS/Level 1/6

"How Are Jobs Alike"

HOW ARE JOBS ALIKE

Mark the two in each row across whose jobs are most alike.

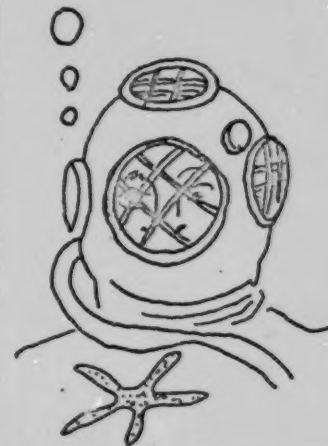
Tell why.



Carpenter



Electrician



Diver



Paper Boy



Dancer



Mailman

HOW ARE JOBS ALIKE

Mark the two in each row across whose jobs are most alike.

Tell why.



Nurse



Secretary



Librarian



Mechanic



Animal Trainer



Waitress

NOW PLAYING

First Experience Level Activity

Performance Objectives

Lifestyle Dimension

. . . *explain two skills needed to order a film.*

Educational Awareness Dimension

. . . *explain why a theater manager must have knowledge of what pictures have been shown recently in the community.*

Subject Matter Concepts

Mathematics
Measurement,
Time

Social Studies
Sociology-Anthropology
Individual characteristics

Preplanning Suggestions

Class schedule written on chart or chalkboard
A list of films or filmstrips which the class may have for viewing
Chart materials to make a schedule for films to be shown
Calendar

NOW PLAYING

Family members perform work they are capable of performing, responsibilities are shared, and the family is an interdependent unit.

Lifestyle

Learning achievement depends upon effort and ability.

Educational Awareness

Plan to show films or filmstrips to the class for recreational viewing. Children are to play the role of theater manager by selecting and scheduling films.

Write the class schedule on the chalkboard. With the class determine the best time to show the films. Optional times should be available in every classroom. The opportunity to discuss and plan scheduling has many possibilities for class activities. Mathematics lessons on time can be planned with this activity.

Small groups or individuals will select the film or filmstrips to be shown.

... explain two skills needed to order a film. PPO

Provide a list of available films and filmstrips, dates and times films are to be shown, and lag time needed between ordering and viewing. Reading and writing activities can be built around the titles of the films.

Films at 2:00 p.m. Daily

January 6	Mary, Bob, Joe
January 7	Pete, Tom, Jim
January 8	Jan, Carl
January 9	Shirley, Sharon, Ann
January 10	Marla, Judy

Reading, writing, and mathematical skills are needed for this activity.

... explain why a theater manager must have knowledge of what pictures have been shown recently in the community. PPO

Children can select a film or film-strip for their assigned time. Help children understand the necessity for providing a variety in films. Only the first person can choose freely, others must consider the film in relation to those already shown.

Stress the idea that people's taste in films varies as much as taste in any other facet of their life. The theater manager will generally schedule films which appeal to the largest group of theatergoers.

The REACT pages place emphasis on knowing how to use a calendar and naming the days of the week. The directions for the calendar are to copy the dates of the current month.

The REACT page "Advertising" requires knowledge of how to use a calendar. The dates for Monday and Friday are given. Other dates of the week are needed. If children have difficulty, help by drawing a calendar for a week showing the Monday and Friday dates. Have children complete the weekly calendar.

LS/Level 1/7

"Starting Monday"

LS/Level 1/8

"Advertising"

STARTING MONDAY

Write in the name of this month.

Number the days like the calendar in your classroom.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Date

Red Ball 7 1st Monday

A Home for Sandy 2nd Monday

Look, Look, Look 3rd Monday

Little Boy Blue 4th Monday

ADVERTISING

MARY'S LAMB



showing for

5 days

Monday, June 5

through

Friday, June 9

What date is Monday?

What day is June 5?

What day is June 7?

What date is Thursday?

RELATED MATERIALS

Come to Work With Us (Books) Childrens Press, Inc., 1224 West Van Buren Street, Chicago, Illinois 60607, 1971.

Communication: Motion Pictures (Filmstrip) McGraw-Hill Films, 330 West 42nd Street, New York, New York 10036, 1968.

I Can Do It (Worktexts and Activity Sheets) George A. Pflaum, 38 West 5th Street, Dayton, Ohio 45402, 1971.

Kingdom of Could Be You, The: Careers in Recreation (Film, Color, 4-min.) Encyclopaedia Britannica Educational Films, Inc., 425 N. Michigan Avenue, Chicago, Illinois 60601, 1963.

Let's Talk About Fun in the City (Filmstrip) Hudson Photographic Industries, Inc., Irvington On Hudson, New York, New York 10533, 1968.

Martha the Movie Mouse (Book) Arnold Lobel. Harper and Row, 49 East 33rd Street, New York, New York 10016, 1966.

P. P. Moves Away (Book) Myra Berry Brown. Golden Gate Junior Books, Box 398, San Carlos, California 94070, 1967.

Values Series (7 Films, Color, 11-min. each) Bailey Film Associates, 11559 Santa Monica Boulevard, Los Angeles, California 90025, 1972.

THEATER MANAGERS

Theater managers may work for a large chain of theaters, a small chain, or managers may own their own theaters. The success or failure of the enterprise depends on the way managers do their jobs. Salaried managers primarily direct or plan the work of others. In some instances they are also policy makers.

The theater manager has a responsibility to the community for the choice of films. If he is part of a chain whose movies are of one type, the manager will have little or no choice in policy. A manager of an independently owned theater has a wide choice of films to be shown, but he may not have access to secret productions as a chain might have.

The manager will probably have a staff that includes a cashier, ticket taker, projectionist, janitor, and office help. The size of the theater affects the number of employees and their hours. In a small theater with only evening movies, the workers might be part time or they may serve in dual capacities. The cashier might also be bookkeeper and secretary while the projectionist could be responsible for general maintenance.

The projectionist is the important behind-the-scenes man in the motion picture theater. He operates the projection machines and audio equipment. He checks the equipment and the film before a showing. During the showing of a film, the projectionist must be able to repair any breaks in the film or equipment so that the show may continue. Projectionists need to have good eyesight, to have manual dexterity, and to be able to work alone in small quarters.

The box office cashier or ticket seller accepts money paid by customers, makes change, and issues tickets. They need to have good arithmetical ability, dexterity in using the mechanical equipment which issues tickets, and a pleasant attitude toward customers. The cashier will be expected to balance money taken for tickets with the number of tickets issued. The cashier is responsible for checking the age of customers for difference in ticket prices and for limits set by censors on the ages of persons who can view the movie.

The theater manager must bear the ultimate responsibility for permitting persons in the theater. The manager will designate who has the final decision about a viewer if he is unable to be on the premises. Some local groups who object to showing specific films hold the theater manager responsible for film selections. The manager may find himself the center of community controversy over manners and morals.

The physical appearance of the theater is important in determining the type of clientele. Clean, well planned restrooms, attractive foyles, and comfortable seats are part of appeal to customers. The concessions for food are part of many theaters. Those theaters that have snacks and drinks for sale have greater cleaning and maintenance costs than theaters that do not serve food.

The ticket taker is responsible for checking to see that all persons viewing a movie have purchased a ticket. The ticket taker may also be expected to screen patrons for age. The cashier may issue several tickets to one purchaser. The ticket taker looks at each person to determine their suitability in terms of age limits.

The theater manager plans advertising, schedules times for films, works on special promotional features with the community, and operates a business which must appeal to the public.

ALL THE WORLD

FIRST EXPERIENCE LEVEL INFUSION STRATEGY

CAREER DEVELOPMENT FOCUS: An individual experiences various roles--friend, student, group member, etc.

OCCUPATIONAL FOCUS: Actor

ACTIVITIES

IN THIS INFUSION STRATEGY

1. As I Do It
2. The Show Must Go On
3. Only One



395

405

Teacher Goals

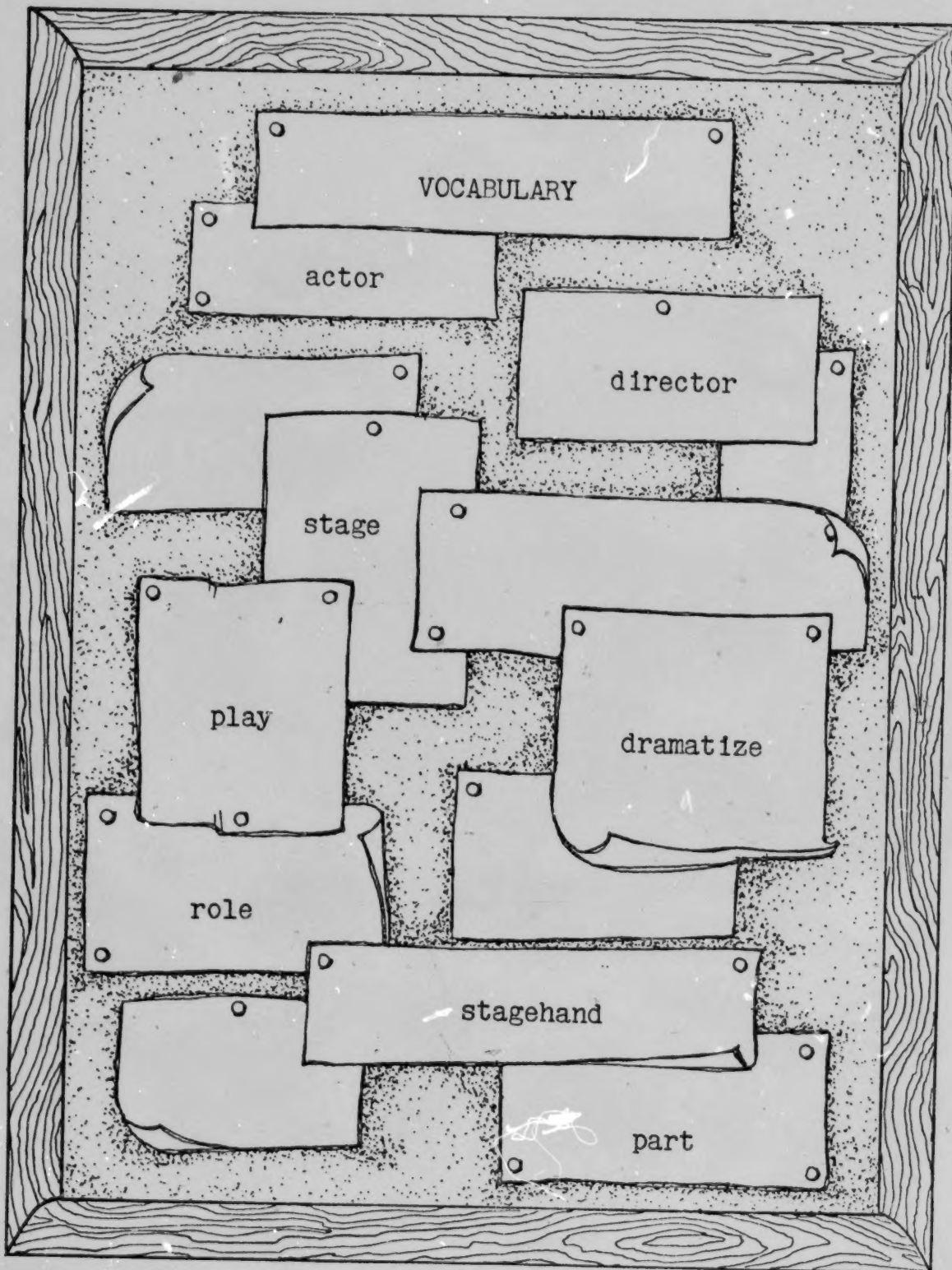
Teacher goals of this strategy combine a Self-Development Dimension subconcept with subconcepts from Attitudes and Appreciations, Career Information, and Educational Awareness, and subject matter concepts for the occupation of Actor. In this perspective the teacher's goals are to:

Lead pupils to appreciate the actor's understanding of social relationships.

Help children appreciate the interaction between themselves and others.

Structure situations in which children can "act out" roles of others.

Encourage children to observe the effect of the behavior of other people.



AS I DO IT

First Experience Level Activity

Performance Objectives

Self-Development Dimension

- . . . *in a dramatization play the part of any character in a familiar story.*
- . . . *dramatize behavior of other kinds of people in a given situation.*

Attitudes and Appreciations Dimension

- . . . *interpret a role without regard to any sex role identification.*

Career Information Dimension

- . . . *identify one characteristic of an actor as the ability to portray the reactions of other human beings.*

Subject Matter Concepts

Language Arts

Grammar and Usage

Uses of language: express feelings, describe

Reading

Patterns of organization

Understanding sentences

Preplanning Suggestions

Select a story to be read aloud with plans for dramatizations.
Situations to be dramatized from home and school experiences

AS I DO IT

An individual experiences various roles--friend, student, group member, etc.

Self-Development

A great many tasks can be performed by men or women.

Attitudes and Appreciations

Occupations require special personal characteristics.

Career Information

Use creative dramatics, improvised drama, to help children express their real inner feelings.

. . . in a dramatization play the part of any character in a familiar story. PPO

The actors share stories and ideas with others through dramatizations. Creative dramatics provide for children an opportunity to develop respect for others as well as increased respect for oneself.

. . . interpret a role without regard to any sex role identification. PPO

Select any story which children enjoy or an incident which can be developed as the basis of action for creative dramatics. Watch for expressions and words which indicate children are really interpreting their parts in their own ways.

Guide thinking through stimulating questions.

The teacher is guide, never director. The play will be changed each time it is presented. Dialogue is free, the child's words and actions give the story and play its flavor.

. . . identify one characteristic of an actor as the ability to portray the reactions of other human beings. PPO

Call attention to the variety of ways a certain character is portrayed. By

An individual experiences various roles--friend, student, group member, etc.

Self-Development

asking questions, lead children to differentiate among interpretations of the same role. Ask if each actor shows the character in the same way.

Ask children if they each respond the same in a given situation.

... dramatize behavior of other kinds of people in a given situation. PPO

Suggest dramatizing a situation in which one child is asked to run an errand. Keep changing the role of the person asking the child to run the errand. Have the person asking be:

parent
older sister or brother
younger sister or brother
adult neighbor
grandparent

Encourage free comments about the different ways a child responds to others.

The REACT page, "One of Them," requires understanding the sentence. The child is to choose the picture that is described in the sentence.

"Yes, No, Maybe," involves reading for understanding. The page is concerned with the roles the child plays in the lives of others. This self-development dimension subconcept should enable teacher and child to express the idea that different people can have different associations with others.

SD/Level 1/1

"One of Them"

SD/Level 1/2

"Yes, No, Maybe"

ONE OF THEM

Ring the actor the words tell about.



The actor said, "I have a ball."

This actor has a book.



"I have a crown,"
said the actor.



This actor is being
very sad.

YES, NO, MAYBE

Could

your sister be your friend?	yes	no	maybe
your mother be your brother?	yes	no	maybe
you be your own sister?	yes	no	maybe
your teacher be a friend?	yes	no	maybe
your friend be your brother?	yes	no	maybe
a pet be your sister?	yes	no	maybe
a friend be older than you?	yes	no	maybe
a younger child be your friend?	yes	no	maybe
a woman be an aunt?	yes	no	maybe
a man be an aunt?	yes	no	maybe
a man be an uncle?	yes	no	maybe
a woman be an uncle?	yes	no	maybe

THE SHOW MUST GO ON
First Experience Level Activity

Performance Objectives

Self-Development Dimension

- . . . define roles played by individuals in a television show or a motion picture.*

Attitudes and Appreciations Dimension

- . . . describe the effects upon others if an actor failed to appear for a performance.*
- . . . explain how workers in two other occupations depend upon actors.*

Educational Awareness Dimension

- . . . identify viewing television programs as one way to watch actors.*

Subject Matter Concepts

Language Arts
Reading
Understanding sentences

Social Studies
Sociology-Anthropology
Membership in a group
Dependence upon others
Values and purposes in behavior

Preplanning Suggestions

Bulletin board area for a display of drawings
Materials for children's drawings or paintings
Listing of television programs available to the area
Paper and writing materials for charts to be teacher made

THE SHOW MUST GO ON

Career-oriented learning may take place in school or out of school.

Educational Awareness

An individual experiences various roles--friend, student, group member, etc.

Self-Development

Work involves the acceptance of responsibility for a task.

Attitudes and Appreciations

Actors in television have become as familiar to children as the children's own families.

. . . identify viewing television programs as one way to watch actors. PPO

Encourage children to discuss and dramatize favorite television shows or movies.

Plan a bulletin board display of children's drawings of television shows or actors.

. . . define roles played by individuals in a television show or a motion picture. PPO

Suggest watching a television program for the purpose of learning any family or friendship roles of a particular character.

Some children might be able to identify an actor in several roles. The roles could be identified as similar or different in character.

. . . describe the effects upon others if an actor failed to appear for a performance. PPO

The idea of "the show must go on" is familiar to adults. Lead children into a discussion of the phrase. Name as many effects as possible, even into the realm of fantasy.

If an actor did not appear,

other actors would be out of work;

people who paid to see the show would want their money back;

Specialized occupations result
in an interdependent society.

Attitudes and Appreciations

all people working in the
theater would be out of work;

people who couldn't watch the
show wouldn't have anything
to do and might get into trouble.

The list could be endless.

*. . . explain how workers in
two other occupations depend
on actors. PPO*

Ask children to name others who would
be without work if an actor failed to
appear. Other actors, directors,
stagehands, janitors, and electricians
are a few workers intimately related
to a play.

Make a list of those persons suggested
who are necessary to support the
actor in the play.

Use the list as a basis for casting
an imaginary production. Help each
person define his relationship to
the play. Plan the story line with
only the "actors" playing the role of
actors. As the play is ready to start,
have one "actor" drop out because of
illness or accident. Encourage the
group to make a decision about what
will happen to each person in the
cast.

The REACT page, "Words, Words, Words,"
is a sentence completion page with a
choice of words. Encourage readers to
try all optional words in the sentence.

"Not Here, Now What?" is concerned with
values and purposes in behavior. The
page requires the student to evaluate a
familiar situation, then decide what
action would be appropriate. There are
no "right" answers. Children should be

able to select more than one answer
if they wish.

SD/Level 1/3

"Words, Words, Words"

SD/Level 1/4

"Not Here, Now What?"

WORDS, WORDS, WORDS

The actor said, "I work on a _____."

rage page stage

An actor's part in a play is a _____.

role sole hole

A play tells a _____.

store story stock

Actors like to act in a _____.

play clay say

An actor learns to speak _____.

worms words works

NOT HERE, NOW WHAT?

Ring what they could do now.

Tell why.

Show how to do it.



go to the store

go without ice cream

get angry

buy a new balloon

cry and scream

play with something else



ONLY ONE

First Experience Level Activity

Performance Objectives

Self-Development Dimension

- . . . explain how it feels to lose in a competitive situation.*

Career Information Dimension

- . . . name a game one likes or does not like to play because of the competitive aspect of the game.*
- . . . identify competition as one aspect of an actor's life.*

Educational Awareness Dimension

- . . . tell of one instance in which one practiced to improve a skill.*

Subject Matter Concepts

Mathematics

- Problem Solving
 - Combining and separating groups
- Facts and Operations
 - Counting members of a set

Social Studies

- Sociology-Anthropology
 - Individual characteristics

Preplanning Suggestions

Time for playing familiar games

Games or activities which call for different skills

ONLY ONE

An individual experiences various roles--friend, student, group member, etc.

Self-Development

The individual worker determines which aspects of an occupation may be pleasant or unpleasant.

Career Information

Learning achievement depends upon effort and ability.

Educational Awareness

A prospective actor needs to realize the tremendous amount of competition for the acting roles that are available.

... explain how it feels to lose in a competitive situation. PPO

Help children develop an understanding of an actor's situation by using games. Games involve a kind of competition that society seems to approve for children. Talk with the class about games they like to play. Elicit information about why these games are popular.

... name a game one likes or does not like to play because of the competitive aspect of the game. PPO

Lead children to verbalize about one person winning in a game. Discuss how losers might feel.

Ask children how each one prepares for a particular game or activity. If dodgeball is to be played successfully, is throwing a ball important? Could one practice throwing a ball to become more adept at the game of dodgeball?

Relate this idea to the actions some people take to prepare for any competitive situation.

... tell of one instance in which one practiced to improve a skill. PPO

Help children understand that even trying and practicing doesn't always bring success. Actors may be of equal

The individual worker determines which aspects of an occupation may be pleasant or unpleasant.

Career Information

ability, but only one can have a role. In a child's life, the experience of constantly trying and never winning can be disastrous.

Try to be the kind of teacher who comments on a child's successes rather than a child's failures.

... identify competition as one aspect of an actor's life.
PPO

Lead children to understand that not all people can be first or best. Actors may choose to do certain roles because they need work more than because they like the part.

Ask children what kinds of things each one likes to do. Lead children to an understanding that not all people function well in competitive situations; other persons are uneasy in fierce competition. Children can identify times in their own lives that have been full of stress.

Lead children into situations in which success is within their grasp.

The REACT page, "What Do You Like?," focuses attention on individual characteristics related to activity choices. Children may like to do many things but some things do have more appeal for individuals. Ask children if the person they are with makes a difference in how a task is performed. Would one sing the same way with a peer as with a younger child?

The REACT page, "Counting," asks for a count of siblings. Adapt the page to fit the situation. Children will ask about half sisters and half brothers, sister-in-law and brother-in-law relationships, and a multitude

of other persons not clearly "brother"
or "sister."

SD/Level 1/5

"What Do You Like?"

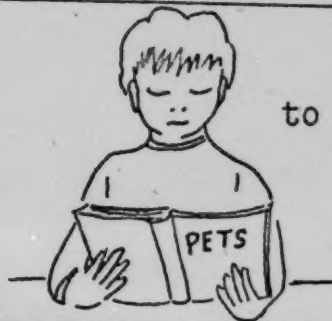
SD/Level 1/6

"Counting"

WHAT DO YOU LIKE?

Mark what you like to do best.

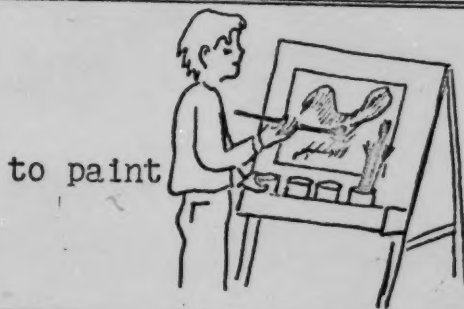
Tell why you like it.



to read



to run



to paint

to sing



Draw something you like to do.

Tell why.

I like to _____

COUNTING

How many do you have?

older brothers _____

older sisters _____

younger brothers _____

younger sisters _____

How many brothers and sisters do you have?

How many children in your family?

You will have a party.

Each child in your family will be at the party.

Each person will have 1 balloon.

You have 2 balloons.

How many more balloons balloons do you need?

RELATED MATERIALS

Beginning Responsibility: Doing Things for Ourselves in School (Film, Color, 11-min.) Coronet Instructional Films, Coronet Building, 65 E. South Water Street, Chicago, Illinois 60601, 1963.

Cooperation, Sharing, and Living Together (Multi-Media) Educational Projections Corporation, 1911 Pickick Avenue, Glenview, Illinois 60025, 1971.

Developing Basic Values (Sound Filmstrip) Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614, 1972.

Kingdom of Could Be You, The: Careers in Fine Arts (Film, Color, 4-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611, 1973.

Mother, Mother, I Feel Sick, Send for the Doctor Quick, Quick, Quick. (Picture Book and Shadow Play) Remy Charlip and Burton Supree. Parents Magazine Enterprises, Inc., 52 Vanderbilt Avenue, New York, New York 10017, 1966.

Schools and Planning: The Puppet Show Caper (Film) McGraw-Hill Book Company, Text-Film Dept., 330 W. 42nd Street, New York, New York 10036, 1967.

Talking Without Words (Book) Marie Hallets. The Viking Press, Inc., 625 Madison Avenue, New York, New York 10022, 1968.

Voices of Men at Work (Multi-Media) Sydney M. LaRue and William T. LaRue. Leswing Communications, Inc., 750 Adrian Way, San Rafael, California 94903, 1972.

ACTORS

Making a character come to life before an audience is a job that has great glamour and fascination. It is also hard and demanding work that requires special talent and involves many difficulties and uncertainties.

Only a few of the approximately 14,000 actors in the United States in 1968 have achieved recognition as stars--on the stage, in motion pictures, or on television or radio. A somewhat larger number are well-known, experienced performers, who frequently are cast in supporting roles. However, most are struggling for a toehold in the profession and are glad to pick up small parts wherever they can.

New actors generally start in "bit" parts, where they speak only a few lines. If successful, they may progress to larger, supporting roles, of which there are several in most stage, television, and screen productions. Actors who have minor parts in stage productions also may serve as understudies for the principals. If a leading player misses a performance, the understudy has a chance to demonstrate his acting ability.

Actors who prepare for roles either on the stage, in television, or in the movies spend many hours in rehearsal. They also must memorize their lines and know their cues. Radio actors typically read their parts. They have to be especially skilled in expressing character and emotion through the voice, since this is their sole means of creating an impersonation for their audience.

In addition to the actors with speaking parts, "extras," who have no lines to deliver, are used in almost every motion picture and many television shows. In spectacular productions, a large number of extras take part in crowd scenes.

Some actors find jobs as dramatic coaches or become directors of stage, television, radio, or motion picture productions. A few teach in schools of acting or in the drama departments of colleges and universities.

Stage plays, motion pictures (including films made especially for television), and commercials are the largest fields of employment for actors, although some are employed by "live" television and radio.

In the winter, most employment opportunities on the stage are in New York and other large cities. In the summer months, stock companies in suburban and resort areas throughout the nation provide many opportunities for employment. In addition, many cities now have "little" theaters which provide opportunities for local talent as well as for professional actors and actresses from New York and other centers. Plays that go "on the road," moving from city to city, are normally produced in New York with casts selected there.

Although employment opportunities in motion pictures and film television are centered in Hollywood, a few studios are in Long Island, New York, Miami, Florida, and other parts of the country. In addition, many films are shot on location, providing employment for "extras" who live in the area. In live television and radio, most opportunities for actors are at the headquarters of the main networks--in New York, Los Angeles, and, to a lesser extent, Chicago. A few local television and radio stations occasionally employ actors.

Young people aspiring to acting careers should get as much acting experience as possible by taking part in high school and college plays, or working with little theaters and other acting groups in their home towns.

Formal training in acting is increasingly necessary. Such training can be obtained at special schools of the dramatic arts, located chiefly in New York, and in over 500 colleges and universities. Because college drama curriculums usually include courses in liberal arts, speech, pantomime, play production, and the history of the drama, as well as practical courses in acting, the student develops an appreciation of the great plays and a greater understanding of the roles he may be called on to play. Graduate degrees in the fine arts or in drama are necessary for college teaching positions.

Outstanding talent for acting and great interest and determination are essential for success in the theater. Ability to memorize, a good speaking voice, good health, and the physical stamina to work long hours are necessary. Ability to sing and dance is also an asset for those who seek an acting career.

In all media, whether the stage, motion pictures, radio, or television, the best way to start is to use local opportunities and to build on the basis of such experience. Many actors who are successful in local dramatic productions eventually try to appear on the New York stage. Inexperienced actors usually find it extremely difficult to obtain employment in New York or Hollywood. The motion pictures field is especially difficult to enter, and employment often results from previous experience on Broadway.

To become a movie extra, one must usually be listed by Central Casting, a no-fee agency which works with the Screen Extras Guild and supplies all extras to the major movie studios in Hollywood. Applicants are accepted only when the number of people of a particular type on the list--for example, athletic young men, old ladies, or small children--is below the foreseeable need. In recent years, only a very small proportion of the total number of applicants have succeeded in being listed. Extras have very little, if any, opportunity to advance to speaking roles in the movies.

The length of an actor's working life depends largely on his skill and versatility. Great actors and actresses can work almost indefinitely. On the other hand, employment opportunities become increasingly limited by middle age, especially for those who become typed in romantic, youthful roles.

The overcrowding that has existed in the acting field for many years is expected to persist. In the legitimate theater and also in motion pictures, radio, and television, job applicants outnumber by many times the jobs available. Moreover, many actors are employed in their profession for only a small part of the year.

The development of motion pictures, radio, and TV has greatly reduced employment opportunities for actors in the theater. Although a motion picture production may use a very large number of actors, they are employed only during

filming and the films are widely distributed and may be used for years. Radio uses few actors. The number of filmed TV dramas and commercials using actors is increasing, but not enough to offset the decline in other media. Moreover, television stations often broadcast "taped" dramas rather than live productions, and, like motion picture films, these tapes may be widely distributed and used many times.

One possibility for future growth in the legitimate theater lies in the establishment of year-round professional acting companies in more cities. The number of communities with such acting groups is growing. The recent growth of summer stock companies and dinner theaters also has increased employment. Further increases are likely also in the employment of actors on television. In the acting field as a whole, however, employment opportunities are expected to change little through the 1970's. The number of new entrants to the profession is expected to outnumber employment opportunities. Even highly talented young people are likely to face stiff competition and economic difficulties in the profession.

Actors and actresses employed in the legitimate theater belong to the Actors' Equity Association. If employed in motion pictures, including television films, they belong to the Screen Actors Guild, Inc. If employed in television or radio, they belong to the American Federation of Television and Radio Artists. These unions and the show producers sign basic collective bargaining agreements which set minimum salaries, hours of work, and other conditions of employment. In addition, each actor enters into a separate contract which may provide for higher salaries than those specified in the basic agreement.

To encourage more stable employment on radio and TV, minimum guarantees for those actors with contracts for a series of programs are sometimes discounted below the single program guaranteed fee. Because of the frequent periods of unemployment characteristic of this profession, annual earnings may be low for many of the lesser known performers. In all fields, many well-known actors and actresses have salary rates above the minimums. Salaries of the few top stars are very high.

Eight performances amount to a week's work on the legitimate stage, and any additional performances are paid for as overtime. The basic workweek after the opening of a show is 36 hours, including limited time for rehearsals. Before the opening, however, the workweek usually is longer to allow enough time for rehearsals. Evening work is, of course, a regular part of a stage actor's life. Rehearsals may be held late at night and on weekends and holidays. Traveling over the weekend often is necessary when plays are on the road.

Most actors are covered by a pension fund and a growing number have hospitalization insurance to which their employers contribute. All Equity members have paid vacations and sick leave. Most stage actors get little if any unemployment compensation since they seldom have enough employment in any state to meet the eligibility requirements. Consequently, when a show closes,

they often have to take any casual work obtainable while waiting for another role.

Adapted from: Occupational Outlook Handbook, 1970-71 edition.
U. S. Department of Labor, Washington, D. C.
pp. 162-163.

Development Self Development Self Development Self Development Self Development

FIRST EXPERIENCE LEVEL

CAREER DEVELOPMENT FOCUS: The school can provide an opportunity to enhance self-development.

OCCUPATIONAL FOCUS: Deliveryperson

ACTIVITIES

IN THIS INFUSION STRATEGY

1. How Much or How Many?
2. Try This One
3. Convenience



420

431

Teacher Goals

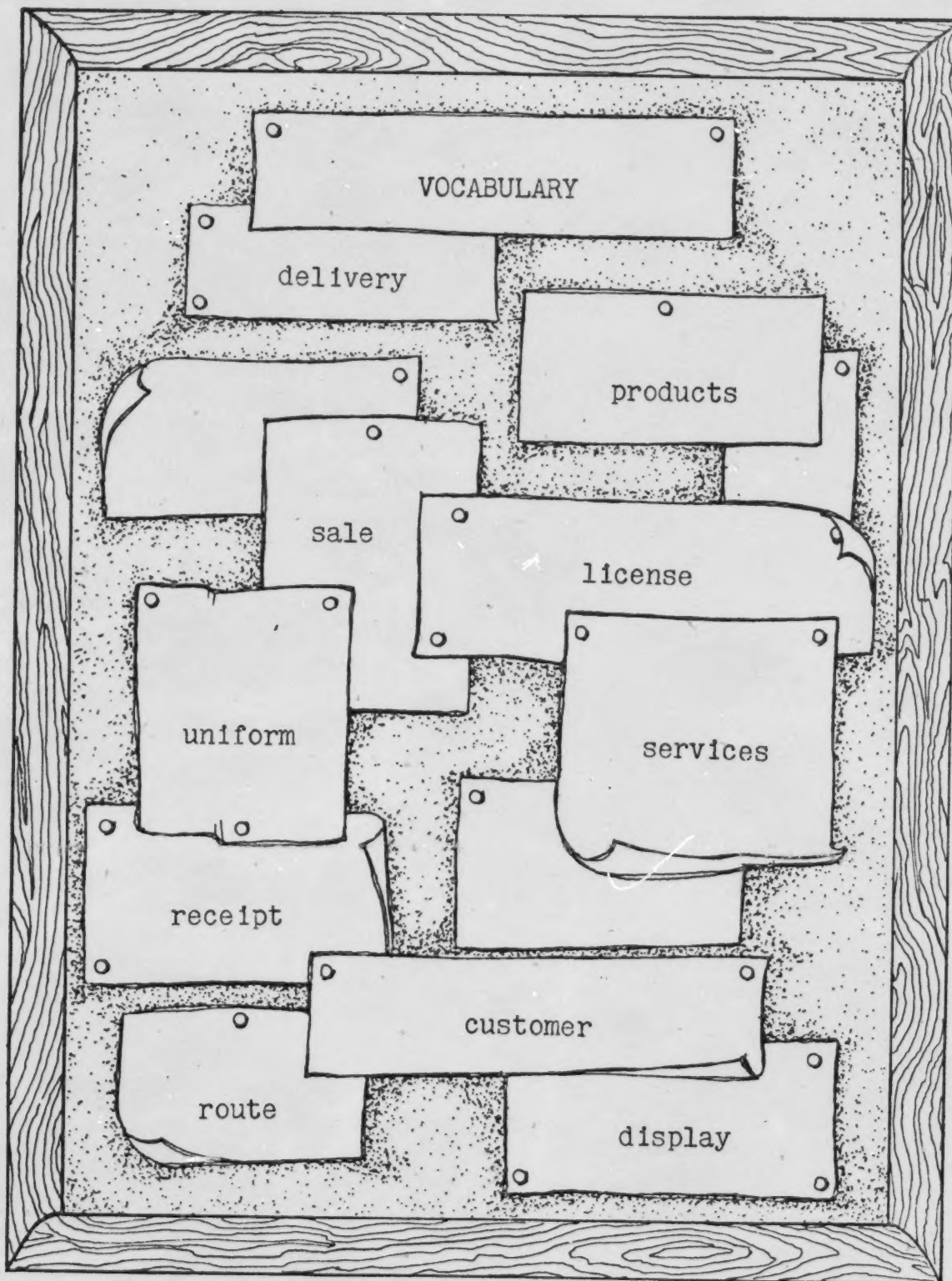
Teacher goals of this strategy combine a Self-Development Dimension subconcept with subconcepts from Attitudes and Appreciations, Career Information, and Educational Awareness, and subject matter concepts for the occupation of Deliveryman. In this perspective the teacher's goals are to:

Develop ability to learn how to relate to many people and groups.

Strengthen understanding about the variety of roles and services of a deliveryman.

Provide opportunities for children to meet success in school activities.

Help children learn to tackle with enthusiasm activities that are chosen and activities that are assigned.



422

433

HOW MUCH OR HOW MANY?

First Experience Level Activity

Performance Objectives

Self-Development Dimension

- . . . exercise a choice among alternative classroom tasks.*

Attitudes and Appreciations Dimension

- . . . identify the deliveryman as an occupation that normally involves only men and discuss whether the expectation is valid.*

Career Information Dimension

- . . . describe moving supplies from truck to store as a physical need for a delivery person.*

Educational Awareness Dimension

- . . . identify arithmetic as a subject matter area used by a delivery person.*

Subject Matter Concepts

Mathematics

Facts and Operations
Counting
Problem Solving
One-step problems
Measurement
Weight

Language Arts

Writing Skills
Print name, simple words

Preplanning Suggestions

Display area for containers of one kind of product delivered to a grocer (egg cartons, milk cartons, etc.)

Large chart to record how many articles should be on hand and other information about making deliveries

Receipt slips mimeographed with place for recording date, number of items, and cost. Samples from stores could be used as guides and for a bulletin board display.

Visuals of delivery persons

Scale similar to a kitchen scale

HOW MUCH OR HOW MANY?

Knowledge and skills in subject matter areas are helpful in occupational competence.

Education: Awareness

The school can provide an opportunity to enhance self-development.

Self-Development

Some delivery persons deliver to stores. These people learn from someone in the stores how much or how many of a product should be on hand. The deliveryman will have supplies in a truck to complete orders for the stores.

Help children set up a display area in the classroom. Empty milk cartons or empty egg cartons could be used by the person who delivers to a grocery store.

Establish how many containers are to be in stock when the delivery is completed. The class might decide that a store sells sixteen cartons of eggs a day. The delivery person would come to the store about the same time each day. The cartons of eggs on hand would be counted, then enough added to the stock to make sixteen. During the day children from class could remove cartons according to any plan worked out by the class.

... identify arithmetic as a subject matter area used by a delivery person. PPO

The delivery person will make a record of date, how many, and cost of items delivered. He will leave one copy at the store and keep one copy for himself.

Develop with the class receipts suitable to their level of ability. Samples could be secured from most deliverymen.

... exercise a choice among alternative classroom tasks. PPO

A more meaningful situation could be developed in which any regularly used

Occupations require special personal characteristics.

Career Information

A great many tasks can be performed by men or women.

Attitudes and Appreciations

class supplies are counted and placed out for use. If the school supplies writing paper, one child could be responsible for being sure that enough paper is on hand for the day.

Encourage children to volunteer for activities similar to this. Self-development is enhanced when individuals know that they are successful in a meaningful activity.

One help for children would be a bulletin board sign with information about supplies. Children would have a point of reference when jobs change.

Absent children would be regarded as "out of town" or "no delivery today" to the deliverymen.

. . . describe moving supplies from truck to store as a physical need for a delivery person. PPO

The delivery person will move supplies from truck to store and may set up arrangements of merchandise in the store. Most merchandise is packed in easily handled loads. Equipment is available for moving cartons or crates from truck to store. Care in handling, such as attention to breakable items, needs to be exercised.

. . . identify the deliveryman as an occupation that normally involves only men and discuss whether the expectation is valid. PPO

Look at pictures of deliverymen or identify any individuals in the community who are in the occupation. One reason which may be given for not using women is the lifting and carrying involved. Ask children who usually carries the infant or toddler in their family. Suggest that children

start observing families to find out who lifts and carries small children and infants.

Have a small kitchen scale on which children can place objects to be weighed. Help children understand that often it is size and shape which make an object difficult to lift; weight may not be an important factor.

As other delivery activities develop, call attention to any attributes that make the job more suitable for either sex.

The first REACT page involves counting and simple arithmetic problems. Do the pages with the group then develop other problems from the facts.

The second REACT page is related to packaging and moving products. Elicit from children the ideas they might have for making the delivery of products more efficient.

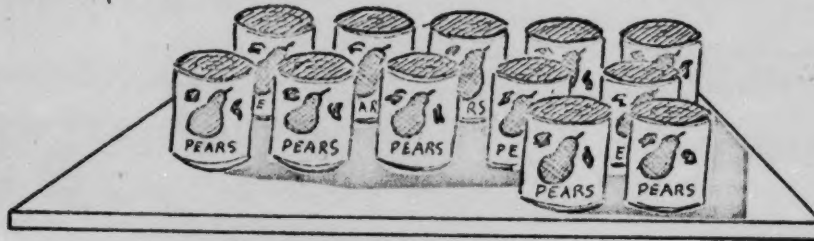
SD/Level 1/7

"Stock Shelf"

SD/Level 1/8

"Carry This"

STOCK SHELF



JONES STORE

Room for	15	cans
On hand	12	cans
Need	_____	cans to make 15

SMITH STORE

Room for	20	cans
On hand	10	cans
Need	_____	cans to make 20

GREEN STORE

Room for	25	cans
On hand	23	cans
Need	_____	cans to make 25

I sold _____ + _____ + _____ = _____ cans today.

CARRY THIS

Mark the things that are hard to carry in your hands. Tell why.

35



1 real



42



14 real live

7



Can you think of something else that is hard to carry? Draw a picture.

TRY THIS ONE
First Experience Level Activity

Performance Objectives

Self-Development Dimension

- . . . describe making an oral presentation to classmates as pleasant or unpleasant.*
- . . . participate in a small group situation.*
- . . . cooperate with a small group to develop a plan of action.*

Career Information Dimension

- . . . identify selling a product or service as an activity one likes or dislikes.*
- . . . identify the ability to make judgments about oneself and others as a characteristic of a salesman.*

Subject Matter Concepts

Social Studies
Sociology-Anthropology
Values and purposes in
behavior
Economics
Needs and wants

Science
Scientific Method
Categorizations

Preplanning Suggestions

Display area for products and pictures
Chart (See activity for format.)
Class schedule with times of activities

TRY THIS ONE

The individual worker determines which aspects of an occupation may be pleasant or unpleasant.

Career Information

The school can provide an opportunity to enhance self-development.

Self-Development

One part of the deliveryman's job is that of salesman. He must increase sales to existing customers and find new customers.

Propose that each child think of a product or service that appeals to that child. The task of each pupil is to write one or two reasons why that product or service is appealing. Children can either bring the product to school or draw pictures of the product or service.

... identify selling a product or service as an activity one likes or dislikes. PPO

Encourage each child to become a salesman and demonstrate their choice of product or service to the class. The demonstrator should state reasons why the object would appeal to individuals in the class.

... describe making an oral presentation to classmates as pleasant or unpleasant. PPO

Discuss with the class whether or not individuals seem to enjoy the activity. Avoid any attempt to determine how many sales an individual could make.

Have children record whether products or services were offered and how many of each.

Services	Products
Ann Bob Cathy	Don Eliza Frank

The school can provide an opportunity to enhance self-development.

Self-Development

The school can provide an opportunity to enhance self-development.

Self-Development

Occupations require special personal characteristics.

Career Information

Have the class categorize products and services to determine how many are similar.

Compare this class activity to that of a salesman or deliveryman.

... participate in a small group situation. PPO

Use small groups to develop suggestions for class activities. Suggest a time of day when the class can choose an activity. Winter recess times and noon hours might be appropriate times for new activities.

... cooperate with a small group to develop a plan of action. PPO

Each small group should prepare a plan for an activity. They should also develop a "sales pitch." Let two or three groups present their plan for an activity time, then let the class choose the one that they want to do.

... identify the ability to make judgments about oneself and others as a characteristic of a salesman. PPO

Discuss with the class what activities are chosen most frequently. Determine why one activity is more popular than others. Have the groups revise their plans or drop an activity and select another.

Point out the parallels between reasons for choosing activities in class and choosing products or services.

Ask children if their families have changed any products or services lately. Discuss reasons why changes or additions were made.

The REACT pages continue the idea of making choices and giving reasons for the choices. Children should be able to understand that reasons for their choices are often related to successful performance. A different reason for choice is that the chooser "feels good" or enjoys the activity.

SD/Level 1/9

"The Choice Is Yours"

SD/Level 1/10

"Tell Why"

THE CHOICE IS YOURS

Which would you choose to do?

Draw a line under what you would choose.

Would you choose different things at different times?

Tell why.

read a book

OR

play a sit-down game

work in the yard

OR

work in the house

go on an errand

OR

stay at home

dress like your friends

OR

dress differently than
your friends

be with children

OR

be with grown-ups

go to a friend's house
to play

OR

have a friend come to
play with you

TELL WHY

Give one reason for wanting each product or service.

Compare your reasons with your classmates' reasons.

A book _____

Pie for supper _____

An umbrella _____

School on Saturdays _____

A pair of scissors _____

CONVENIENCE

First Experience Level Activity

Performance Objectives

Self-Development Dimension

- . . . discuss the need for cooperation with others to accomplish tasks both in school and out of school.*

Attitudes and Appreciations Dimension

- . . . know that the truck driver needs a special driving license from the state.*

Career Information Dimension

- . . . name two deliverymen who wear uniforms.*
- . . . name two reasons why deliverymen wear uniforms.*

Subject Matter Concepts

Social Studies

Political Science
Laws regulate behaviors.
Sociology-Anthropology
Values and purposes in behaviors

Mathematics

Facts and Operations
Cardinal numbers
Counting

Preplanning Suggestions

Materials for listing delivery persons in the area
Visuals of delivery persons
Common road signs, information about truck driver's license (See the driver's license bureau.)
Interview a safety worker.
Names of family members who deliver newspapers and the routines that must be followed. Interview children's brothers and sisters who deliver papers.

CONVENIENCE

Occupations may have certain dress requirements.

Career Information

Occupations may have certain dress requirements.

Career Information

A given work setting requires certain policies and procedures.

Attitudes and Appreciations

The deliveryman who delivers to homes has a variety of responsibilities. He must pick up supplies, deliver the right articles to the right address, have a schedule, collect, avoid aggressive dogs, and above all remain pleasant.

Ask the class to name any deliverymen that come to their home. Some communities may not have deliverymen. In this case draw upon television and books for information. Make a list of the deliverymen named and stress the idea of the human involved rather than the product.

. . . name two deliverymen who wear uniforms. PPO

. . . name two reasons why deliverymen wear uniforms. PPO

Secure as many pictures as possible of community deliverymen. Children could prepare a bulletin board of deliverymen. Trucks and uniforms might be included in the pictures. Ask children why uniforms are worn by the workers. Identification of workers who come to the home is important. Other obvious reasons such as sturdy fabrics and expense illustrate the economic reasons.

. . . know that the truck driver needs a special driving license from the state. PPO

Driving a truck is usually required of a deliveryman. Most states require a chauffeur's license for truck operators. The license is more difficult to obtain than a regular driver's license.

The school can provide an opportunity to enhance self-development.

Self-Development

Children should be able to identify the common signs of the road. A book of rules from the driver's license station will be interesting to children.

Have children identify signs that children must obey. Suggest that children who walk to school make a list of all the road signs and the kinds of signs between school and home.

Ask a deliveryman or a person from the driver's license bureau to come to school for an interview. Include safety information about pedestrians and bicycle riders.

Be sure to relate deliverymen who drive trucks to deliverymen who might deliver in some other way. Children will have brothers or sisters who deliver papers and face many of the same problems as the deliveryman. Plan to interview any brothers or sisters of children in the class if they deliver papers. Paper deliveries are made morning and evening. Each person wants a paper promptly and at a consistent time. Many people expect the paper to be delivered in a certain way. The paper delivery person picks up the papers at a central point, gets the correct number, then delivers the papers. Collecting payment also may be part of the delivery person's task.

. . . discuss the need for co-operation with others to accomplish tasks both in school and out of school. PPO

Help children recognize how much of their own daily life is related to the people who deliver products.

The REACT page, "Papers," is related to organizing. A two-street, one-block map has numbered houses. Children are to make the most efficient

delivery route. The house numbers where deliveries are to be made are out of sequence. Discuss why it is more efficient to make the route plan before delivery.

The second REACT page is identification of road signs. Encourage children to tell why everyone, drivers and walkers, should use road signs.

SD/Level 1/11

"Papers"

SD/Level 1/12

"Road Signs"

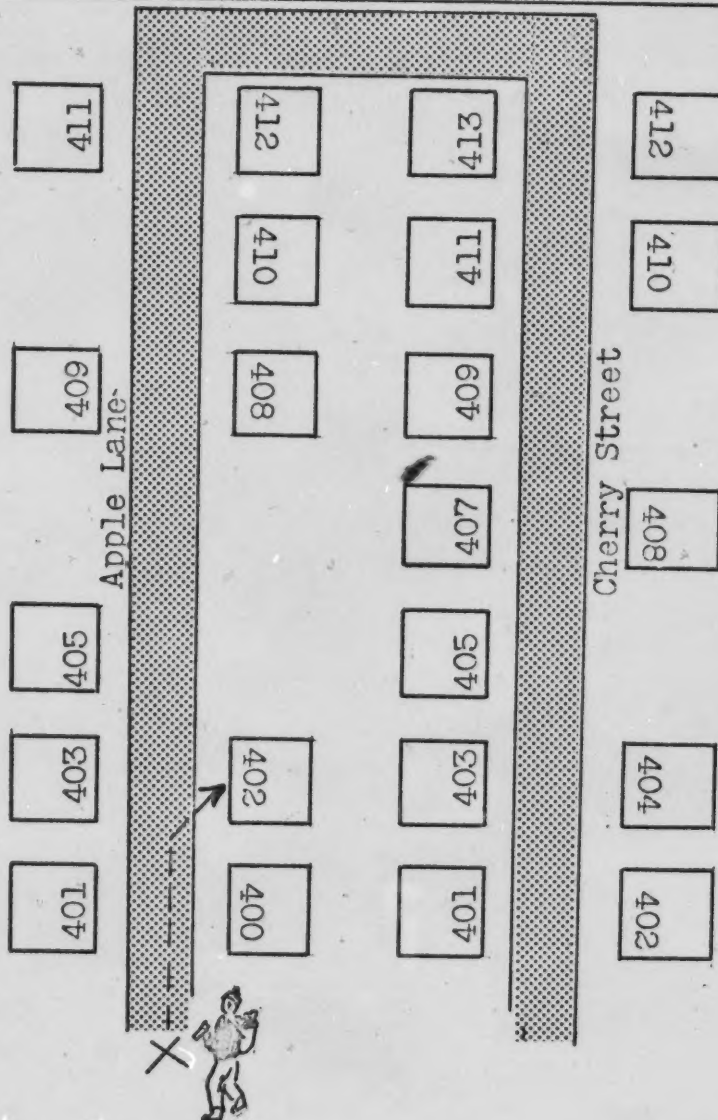
PAPERS

Draw a delivery route.

Papers go to these houses:

Apple Lane 409, 402, 403, 412, 408

Cherry Street 405, 413, 410, 404

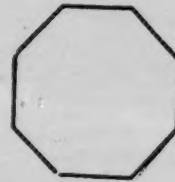


ROAD SIGNS

Match the sign with the words.



Bike
Crossing



No U
Turn



Stop



School
Crossing



Railroad



Farm
Machinery



Two-way
Traffic



Crossroad

RELATED MATERIALS

Beginning Responsibility: Being on Time (Film, Color, 11-min.) Coronet Instructional Films, Coronet Building, 65 East South Water Street, Chicago, Illinois 60601, 1969.

Helpers Who Come to Our House (Film, Color, 11-min.) Coronet Instructional Films, Coronet Building, 65 East South Water Street, Chicago, Illinois 60601, 1970.

If I Drove a Truck (Book) Miriam Young, Lothrop, Lee and Shepard Company, Inc., 419 Park Avenue South, New York, New York 10016, 1967.

Kingdom of Could Be You, The: Careers in Marketing and Distribution (Film, Color, 4-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611, 1973.

Transportation (Filmstrip) Bailey Film Associates, 2211 Michigan Avenue, Santa Monica, California 91201, 1969.

Truck Driver, The (Film, Color or B/W, 16-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611, 1973.

Truck Drivers: What Do They Do? (Book) Carla Greene Harper and Row, 49 East 33rd Street, New York, New York 10016, 1971.

Trucks in Our Neighborhood: A First Film (Film, Color, 12-min.) Bailey Film Associates, 2211 Michigan Avenue, Santa Monica, California 90404, 1972.

Wonderful World of Work (Filmstrip) Denoyer-Geppert, 5235 Ravenswood Avenue, Chicago, Illinois 60640, 1971.

Workers in Our Neighborhood (Study Print) Louise Binder Scoll. McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036, 1967.

DELIVERYMEN

Deliverymen are as much salesmen as they are drivers. In fact, they are sometimes known as driver-salesmen or route-salesmen. They must, through their selling ability, increase sales to existing customers and obtain new business by canvassing potential customers within their territories. Deliverymen drive panel or light trucks over an assigned route, selling and delivering goods, or providing services, such as collecting and delivering laundry and dry cleaning, to retail establishments (wholesale deliverymen) or directly to the public (retail deliverymen). Wholesale deliverymen usually drive heavier trucks. These trucks are refrigerated when dairy products or frozen foods are carried.

Before starting on his daily route, the deliveryman loads or supervises the loading of his truck. The amount of merchandise in his truck generally is checked by another employee. Some deliverymen deliver merchandise previously ordered and obtain orders for future delivery. Others make immediate sales from the stock in the truck. In either case, they must collect payments and keep records of their transactions. When they check in at the plant after completing their routes, they empty their trucks and turn in their collections to the cashier. The retail deliverymen serving homes make from 5 to 10 times as many stops as the wholesale deliverymen who serve stores and other business establishments.

Deliverymen's work varies according to the industry in which they are employed, the type of routes they have (retail or wholesale), and the company employing them. Some specific examples, however, may describe in a general way what most deliverymen do. A typical day for a dry-cleaning deliveryman begins when he picks up cleaned garments at the processing plant and loads his truck, which is equipped with carrying racks. He delivers the garments to homes or business establishments and picks up soiled clothing. He marks the soiled articles so that they may be identified at the plant. Sometimes, he makes notes of the type of stains or of special processes to be used such as waterproofing. Each cleaned garment has an itemized bill attached so that he can collect the amount of money due.

Although all deliverymen must be able to get along well with people, it is particularly important for the dry-cleaning and laundry deliveryman. His reaction to complaints and requests for special services may be the difference between increasing business or losing customers. Periodically, he calls at homes and business establishments along his route which are not using his company's services to try to get their trade.

A wholesale deliveryman, for example, may deliver bakery products to grocery stores. His truck is loaded the night before or early in the morning, and he checks to see whether he has the proper variety and quantity of products before starting on his route. He stops at from 10 to 50 grocery stores. At each stop, he brings the orders of bread and other bakery products into the store and arranges them on the display racks, in the best possible display space he can secure. Together with the store owner or manager, he checks the merchandise he has delivered. He also credits the store for the value of the stale bread and cakes left over from the previous delivery.

The deliveryman prepares a list of products he plans to deliver the next day. This represents his estimate of the amount of bakery products that will be sold by the grocery stores. From time to time, he calls on grocers along his route who are not his customers and tries to get orders from them.

Although the vending machine deliveryman merchandises his products through machines, he, like other deliverymen, must try to anticipate customers' needs for service and preferences for merchandise. In his continuing effort to find profitable locations for the vending machines he services, the deliveryman discusses with managers of commercial and other business establishments the placement and relocation of machines. He caters to customer demand by noting their preferences for merchandise sold at each machine location and stocks the machines with items that sell best.

The vending machine deliveryman also must make certain that his machines are adequately supplied with merchandise, that they function properly, and are clean and attractive. At each location, the deliveryman checks the items remaining in the machine and the money deposited in the cash box to determine that what has been sold is accounted for. He tests stock delivery and change-making mechanisms to make sure that items and change are dispensed properly when coins are inserted, and he may make minor adjustments to machines that are not working properly. He cleans the machine, removing waste, spillage, and accumulated dust, and then replaces depleted stock. The deliveryman keeps an exact record of the merchandise that goes into each machine and a precise account of how much money is removed.

Since most deliverymen are employed by companies which distribute food products or provide personal services, they work in small towns as well as in large cities throughout the country. The greatest concentration of employment, however, is in dairies, bakeries, food and beverage distributors, and dry-cleaning plants in the large cities.

Some are engaged in wholesale distribution of goods and services to stores and other business establishments, although the majority distribute goods and services to homeowners and apartment dwellers. Many companies employ both wholesale and retail deliverymen.

In addition to being a good driver, a deliveryman must have sales ability. To induce people to buy, he must have a thorough knowledge of the product or service he is selling and a persuasive personality. Other important sales qualifications are a pleasant voice, ability to speak well, and a neat appearance. He also needs to have self-confidence, initiative, and tact.

He must be able to work without direct supervision, do simple arithmetic, and write legibly. In most states, a deliveryman is required to have a chauffeur's license, which is a commercial driving permit.

Applicants for jobs as vending machine deliverymen should have some mechanical ability. Deliverymen are expected to check the operation of automatic dispensing devices and make necessary adjustments and minor repairs. In case of major malfunctions in equipment, they should be able to report the nature of the trouble.

Most employers require their deliverymen to be high school graduates, preferably 25 years of age or older. Many large companies give applicants aptitude and other psychological tests to determine whether they will make good salesmen and safe drivers. Those who handle a great deal of money may be required by employers to be bonded.

High school courses in salesmanship, public speaking, driver-training, bookkeeping and business arithmetic, and school-work programs in retail and wholesale merchandising are helpful to a person interested in entering this occupation. Immediately following high school, valuable experience may be obtained as a sales clerk in a store or in some other type of selling job.

Another method of entering this occupation is to get a job as a deliveryman helper. For this job, employers usually hire boys 18 years of age or over who have a driver's license. Helpers are not likely to be used in the dairy or vending machine industries, however. Still another way of becoming a deliveryman is to get a job (plant or office) in a bakery, dairy, laundry, or dry-cleaning establishment. After learning something about the business, a young man may get a job as a deliveryman when an opening occurs.

Most companies give their deliverymen on-the-job training which varies in length and thoroughness. Many large companies have classes in salesmanship. Some companies assign newly hired deliverymen for brief periods to jobs in the different departments of the plant to familiarize them with all the processing operations so that they can answer customers' questions intelligently and be better salesmen.

Deliverymen may be promoted to route foreman or sales supervisor, but these jobs are relatively scarce. Advancement usually is limited to moving from a retail to a wholesale route, where earnings are generally higher. However, some deliverymen obtain better paying sales jobs as a result of the experience gained in route selling.

The total number of deliverymen is expected to increase slowly in the 1970's, although job opportunities will vary among different types of employers.

The convenience of home delivery to suburban families consuming large quantities of milk and dairy products makes such service popular, despite the growth of local shopping centers. For laundry and dry-cleaning retail deliverymen, the outlook is for an increase in employment, in line with population growth, especially in areas with a large concentration of apartment houses. The increasing number of married women working outside the home will also result in more laundry or cleaning work being done commercially.

Employment of wholesale deliverymen probably will remain at about present levels or rise slightly. Although large supermarkets have been replacing small neighborhood stores, more supermarkets are being built in the suburban areas. The number of deliverymen will not increase correspondingly, however. There has been a growing trend toward larger delivery trucks. Moreover, in recent years, some manufacturers and wholesale food companies have replaced their deliverymen with salesmen who cover assigned territories by automobile, and truck drivers who make the deliveries.

In the long run, population expansion, higher family incomes, and the

growing tendency for housewives to take outside employment will create a continuing need for the door-to-door services of retail deliverymen. The demand for wholesale deliverymen will increase because of larger sales of traditional products and the introduction of new items. New lines of frozen foods, for example, often are introduced and marketed by wholesale deliverymen.

Opportunities for employment as vending machine deliverymen will be excellent through the 1970's because of the expected rapid increase in the volume of machine-vended merchandise. Some of the factors expected to stimulate the industry's growth are the development of new and improved machines and the greater use of automatic food service in industrial plants, schools, hospitals, department stores, and other high-traffic areas.

Most deliverymen receive a minimum salary plus a percentage of the sales they make. Thus, the earnings of deliverymen are determined largely by their selling ability and initiative.

Wholesale deliverymen usually earn more than retail deliverymen because they sell much larger quantities of products. However, they receive a lower commission on each sale.

The number of hours worked by deliverymen varies. Some work only about 30 hours a week; others may work as many as 60 hours or more a week, depending upon whether the individual has a well-established route or whether he is trying to build up a new one; whether he has a retail or a wholesale route; and how ambitious he is. For some, the hours of work generally are limited by union-management contract. In other cases, the contract specified merely the earliest hour that work may begin and the latest quitting time. The hours may also vary according to seasonal peaks and lows. During the spring cleaning season, for example, dry-cleaning deliverymen may work about 60 hours a week; in the winter, they may work less than 30 hours a week.

Many companies require deliverymen to wear uniforms. Some employers pay for the uniforms and for keeping them clean.

Most deliverymen receive paid vacations, generally ranging from 1 to 4 weeks, depending upon length of service, and 6 paid holidays or more a year. Many employers provide hospitalization and medical benefits; some have pension plans.

The deliveryman is on his own to a great extent. He does not work under strict supervision and, within certain broad limits, may decide how fast he will work and where and when he will have his lunch or rest period. This freedom of action and the daily meeting and dealing with people on the route appeal to many young men. On the other hand, a retail deliveryman has to make deliveries in bad weather and do a great deal of lifting, carrying, and walking up and down stairs. He also may have to work unusual hours. For example, retail deliverymen delivering milk generally work in the very early morning hours.

Adapted from: Occupational Outlook Handbook, 1970-71 edition.
U. S. Department of Labor, Washington, D. C.
pp. 422-425.

HANDY INTERESTS

FIRST EXPERIENCE LEVEL INFUSION STRATEGY

CAREER DEVELOPMENT FOCUS: An individual's interests, aptitudes, values, and achievements are not always the same as those of his peers.

OCCUPATIONAL FOCUS: Ranch Hand

ACTIVITIES IN THIS INFUSION STRATEGY

1. All Kinds of Ranches
2. What Would You Like To Do?
3. Sale, Show, or Rodeo



Teacher Goals

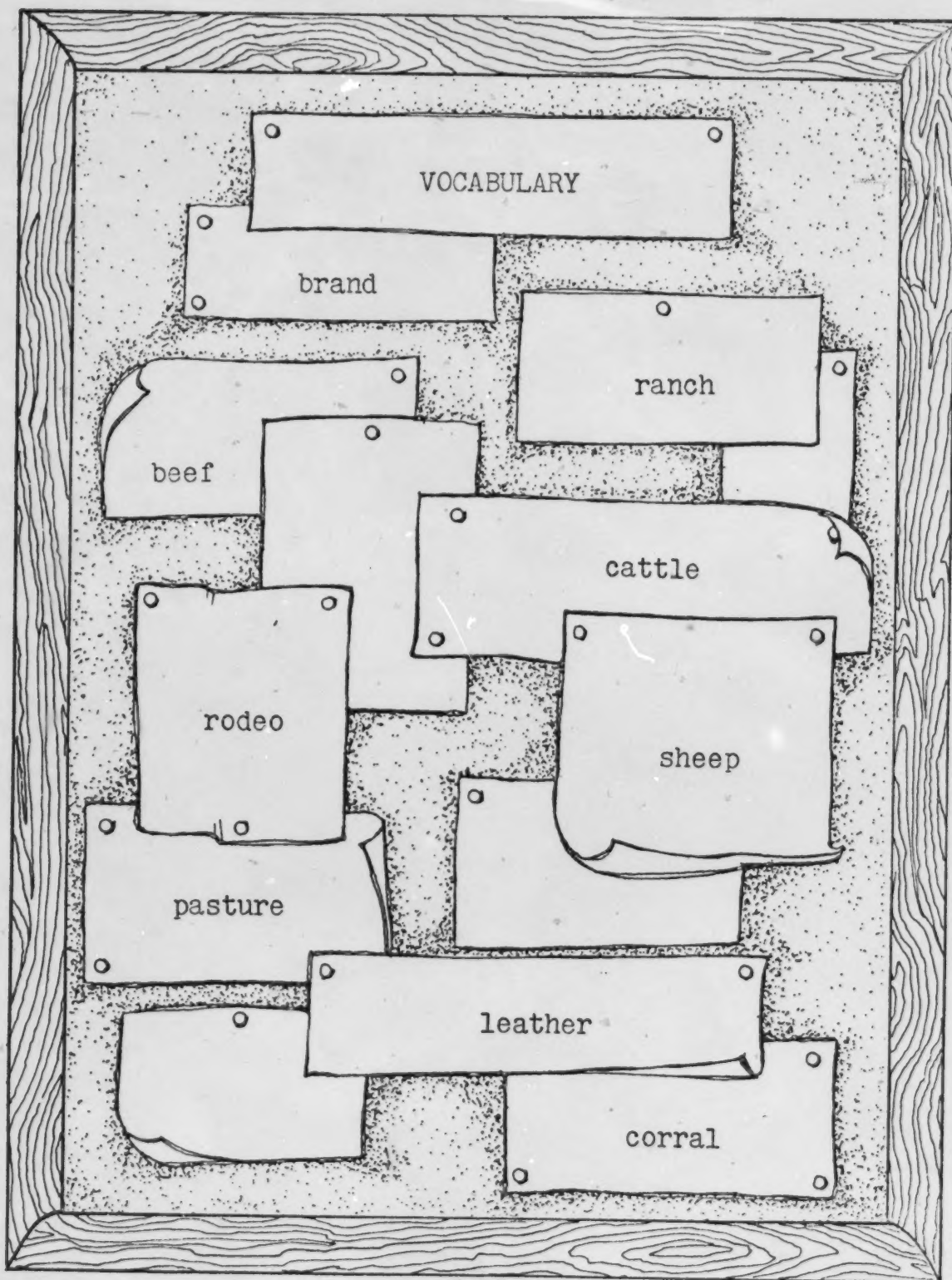
Teacher goals of this strategy combine a Self-Development Dimension subconcept with subconcepts from Attitudes and Appreciations, Career Information, and Educational Awareness, and subject matter concepts for the occupation of Ranch Hand. In this perspective the teacher's goals are to:

Broaden pupil understanding of the variety of work a ranch hand does.

Establish a classroom atmosphere that respects and permits individual differences.

Structure experiences to simulate the work of a ranch hand.

Encourage children to appreciate differences of individuals in the classroom.



ALL KINDS OF RANCHES
First Experience Level Activity

Performance Objectives

Self-Development Dimension

- . . . draw a picture representing one's idea of an aerial view of a ranch.
- . . . identify classmates' drawings of a ranch as most or least similar to his own.

Career Information Dimension

- . . . define "ranch."
- . . . identify ranch house, barn, fences, and pasture as parts of the ranch.
- . . . tell why ranches are not in cities.

Educational Awareness Dimension

- . . . categorize three different types of cattle and three different types of sheep.

Subject Matter Concepts

Science

Biology

Animals are different in size, structure.
Living things grow.

Preplanning Suggestions

Library books about ranchers and ranching
Drawing paper and crayons or paints
Visuals of ranches

ALL KINDS OF RANCHES

Occupations have their own vocabularies.

Career Information

Occupations have their own work settings.

Career Information

Technological, economic, social, and political factors influence supply and demand of jobs.

Career Information

An individual's interests, aptitudes, values, and achievements are not always the same as those of his peers.

Self-Development

... define "ranch." PPO

... identify ranch house, barn, fences, and pasture as parts of the ranch. PPO

... tell why ranches are not in cities. PPO

During a time when you would usually read to the children, choose an informative and well-illustrated book about ranching. An example of such a book is The Cowboy on the Ranch, Louise and Richard Floethe, Charles Scribner's Sons, New York, New York, 1959. After the story, help the children to describe the various physical aspects of the ranch. Explain that most ranches raise either cattle or sheep plus the food for these animals.

... draw a picture representing one's idea of an aerial view of a ranch. PPO

Ask the children to imagine themselves riding in a helicopter over a fine ranch where they might work as ranch hands. In fact, this is the way modern cowboys inspect their land and herds. Provide each child with a large piece of drawing paper. Suggest that they draw everything they could see on this helicopter ride. Remind the children that the rancher needs a house. Ranch hands need a bunkhouse. There would be a barn, a silo, and big fenced pastures. They may see some machinery-- a truck, tractor, and large wagon, etc.

Children could cut one type of cattle or sheep out of the REACT pages to paste in one of their pastures or corrals. If the proportions are not suitable for cut and paste, suggest that children draw animals in the pastures or corrals.

An individual's interests, aptitudes, values, and achievements are not always the same as those of his peers.

Self-Development

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

. . . identify classmates' drawings of a ranch as most or least similar to his own. PPO

When the pictures are finished, spend time sharing and comparing them. Stress individual differences and praise them.

. . . categorize three different types of cattle and three different types of sheep. PPO

The first REACT page shows Hereford, Angus, and Brahma cattle. The second REACT page shows Cheviot, Dorset Horn, and Oxford sheep. Have children use crayons to ring animals of the same breed. Use a different color for each breed.

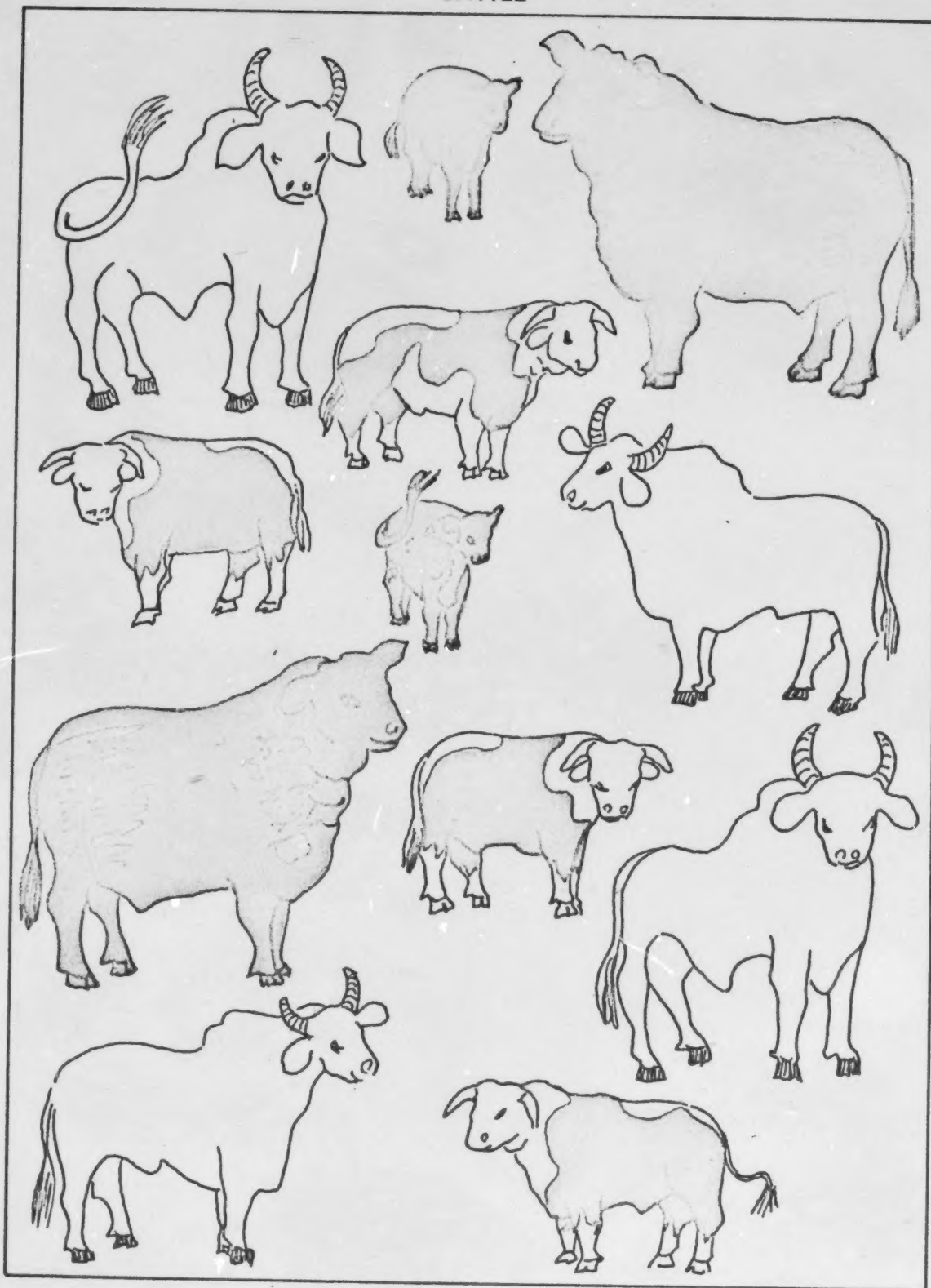
SD/Level 1/13

"Cattle"

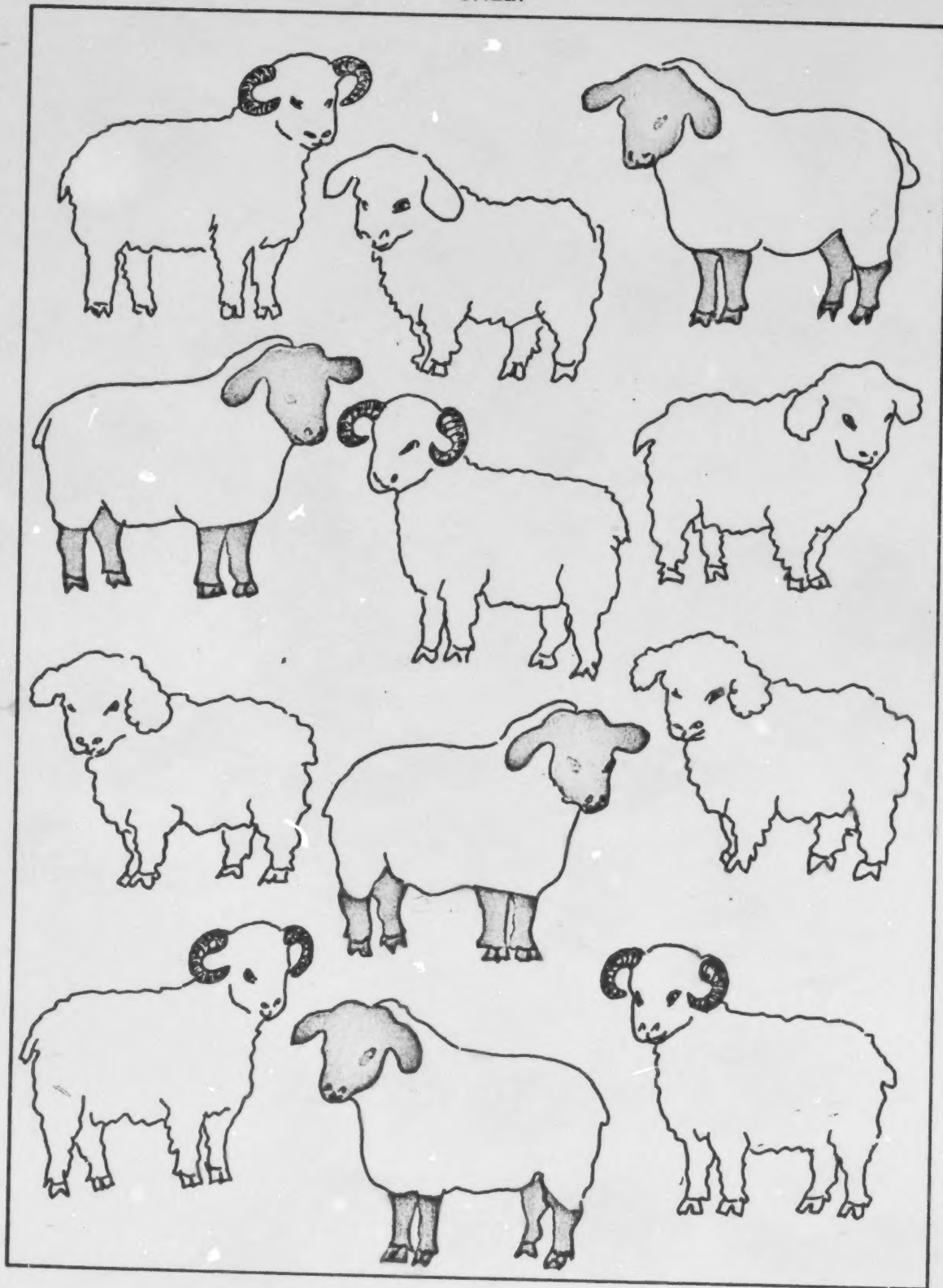
SD/Level 1/14

"Sheep"

CATTLE



SHEEP



WHAT WOULD YOU LIKE TO DO?

First Experience Level Activity

Performance Objectives

Self-Development Dimension

- . . . list and compare different kinds of ranch work.*
- . . . count how many classmates show an interest in certain ranch activities.*

Attitudes and Appreciations Dimension

- . . . tell why each ranch hand's work is important.*
- . . . name two different kinds of things we get from beef cattle.*

Educational Awareness Dimension

- . . . tell how one's attitude toward ranch work may affect effort.*

Subject Matter Concepts

Social Studies

Economics

Division of labor

Production of goods and services

Political Science

Individual rights

Preplanning Suggestions

Large picture of a ranch or a model ranch

Materials for listing ranching tasks

Samples of materials made from leather (belts, shoes, etc.)

Chart of letters in manuscript

WHAT WOULD YOU LIKE TO DO?

An individual's interests, aptitudes, values, and achievements are not always the same as those of his peers.

Self-Development

Learning achievement depends upon effort and ability.

Educational Awareness

An individual's interests, aptitudes, values, and achievements are not always the same as those of his peers.

Self-Development

Specialized occupations result in an interdependent society.

Attitudes and Appreciations

. . . list and compare different kinds of ranch work. PPO

Provide a large picture or construct a model of a ranch in the classroom. Invite the children to suggest the many different kinds of jobs which would be necessary to keep the ranch going.

Make a simple list of these tasks as the children suggest them. Included might be:

herding on horseback
fixing the fences
planting
harvesting
feeding the animals
doctoring the animals
branding
choosing animals to sell
making inspections
watering and salting the animals

. . . tell how one's attitude toward ranch work may affect effort. PPO

. . . count how many classmates show an interest in certain ranch activities. PPO

. . . tell why each ranch hand's work is important. PPO

Be sure that the children understand what is involved in each task and how the work changes with the seasons. Ask them to choose a job which they would like to do at the ranch. According to the choices, have the children work in small groups for a few minutes to develop props and a pantomime for the ranch job. Share the pantomimes with the class. Discuss different choices and the children's reasons for them.

Completion of a worthwhile task has value for the worker and for society.

Attitudes and Appreciations

Explain that on many ranches all the work is done by the rancher's family. They are the ranch hands. They save the cost of hiring extra help.

. . . name two different kinds of things we get from beef cattle.

Before giving the children the REACT page, show them a piece of leather. Perhaps you have a football or baseball mitt made of leather in the school. Lots of shoes are still made of leather. Ask the children from what part of the cow leather comes.

The first REACT page shows some beef products. The purpose of the page is to find out how children categorize the products into things to eat, things to use, things to wear, or things for play. Expect and encourage differences of opinion. A baseball to a professional ball player would be for work. A child might use it for play. Children may count the number of products which they perceive to be in each category.

The second REACT page suggests that the children design a brand which they might use on their own cattle. Ranchers often make a brand from their initials. The brand might also be the name of the ranch. If two children have the same initials, it will be important that each have his own design. Children may wish to use an idea other than initials in their design for the brand.

SD/Level 1/15

"From Beef Cattle"

SD/Level 1/16

"Brands"

FROM BEEF CATTLE

The pictures show products made from cattle. Count how many things there are of each kind.

_____ things to eat

_____ things to wear

_____ things to use

_____ things for play



BRANDS

XIT

TEN IN TEXAS

ROCKING H

ROCKING H

LAZY NINE

LAZY NINE

SEVEN UP

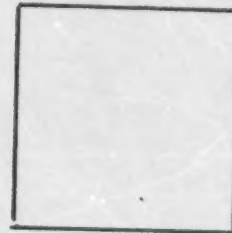
SEVEN UP

MY BRAND

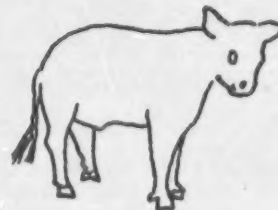
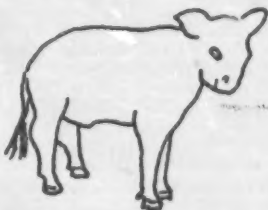
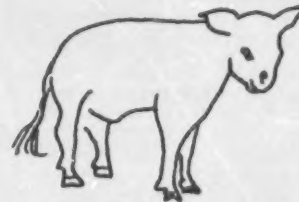
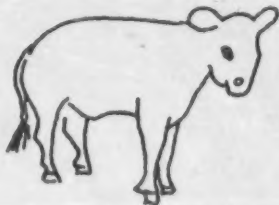
Make your own brand.

Name the brand.

The name of the brand is the
name of the ranch.



The arrow points to where the brand would be placed.
Put your brand on these calves.



SALE, SHOW, OR RODEO
First Experience Level Activity

Performance Objectives

Self-Development Dimension

- . . . *explain why a ranch hand might take his best cattle to the county fair.*
- . . . *display the work, treasures, and games of different classmates.*

Career Information Dimension

- . . . *tell about three different ways ranch hands use their animals.*

Subject Matter Concepts

Social Studies

Sociology-Anthropology

- Lifestyles differ with time and place.
- Values and purposes in behavior

Preplanning Suggestions

- Books or films about rodeos
- Table or other display area for children's displays listed in the activity
- Materials to make signs for displays

SALE, SHOW, OR RODEO

An individual's interests, aptitudes, values, and achievements are not always the same as those of his peers.

Self-Development

Occupations require special personal characteristics.

Career Information

An individual's interests, aptitudes, values, and achievements are not always the same as those of his peers.

Self-Development

... explain why a ranch hand might take his best cattle to the county fair. PPO

... tell about three different ways ranch hands use their animals. PPO

Ranch hands do interesting things with their animals besides fatten them for sale. Some cattle and sheep are entered in shows at fairs. Here they are judged. Offspring of prize animals are valuable and prize animals may be sold at higher prices.

Also, ranch hands like to play games with their animals. These games are rough and dangerous. They are called rodeos. Lots of people come to see them. Describe rodeo events for the children. Help the children to summarize that ranchers may choose to sell, show, or take their animals to the rodeo.

... display the work, treasures, and games of different classmates. PPO

Relate these categories to the child's life. Set up spaces in the rooms for children to display things to sell, things to prize, and things to play with. If possible, the "things to sell" display can include items representing parents' work. Other displays can be personal possessions. Discuss that things can have many uses depending on the owner's preferences.

The two REACT pages ask children to pick out the cowboy's fancy parade outfit and compare it to his sturdy work clothes. As children look at the clothes, discuss different interests

and achievements of individuals.
Have children tell the reasons cow-
boys might have for choosing one
activity over the other.

SD/Level 1/17

"Parade or Working Day"

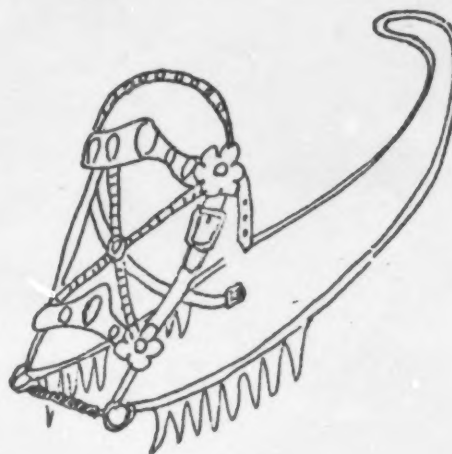
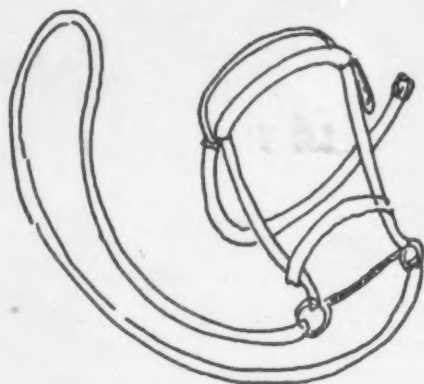
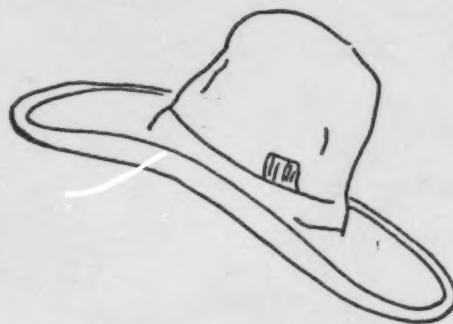
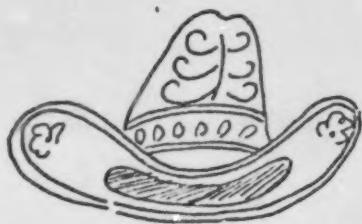
PARADE OR WORKING DAY

Put a ring around the cowboy's parade clothes.

Put a square around the cowboy's work clothes.

Tell why you decided if the clothes are for work or play.





RELATED MATERIALS

- About Farm Helpers (Book) Evelyn Payton. Melmont Publishers, Inc., 1224 West Van Buren Street, Chicago, Illinois 60607, 1967.
- All About the Wild West (Record) Educational Recording Services, 5922 Abernathy Drive, Los Angeles, California 90025, 1967.
- Big Cowboy Western (Book) Ann Herbert Scott. Lothrop, Lee and Shepard Company, Inc., 419 Park Avenue South, New York, New York 10016, 1965.
- Cowboy on the Ranch, The (Book) Louise Floethe and Richard Floethe. Charles Scribner's Sons, 597 Fifth Avenue, New York, New York 10017, 1959.
- Crowd of Cows, A (Book) Feodor Rojankovsky. Harcourt, Brace and World, Inc., 757 Third Avenue, New York, New York 10017, 1968.
- Farm Fathers (Filmstrip) Long Film Slide Service, 7505 Fairmount Avenue, El Cerrito, California 94530, 1970.
- Kingdom of Could Be You, The: Careers in Agri-Business (Film, Color, 4-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611, 1973.
- Let's Find Out About Tools (Book) Eleanor Wiesenthal. F. Franklin Watts, Inc., 575 Lexington Avenue, New York, New York 10022, 1969.
- Old Barn, The (Book) Carol Carrick and Donald Carrick. Bobbs-Merrill Company, Inc., 4300 West 62nd Street, Indianapolis, Indiana 44268, 1966.
- Our Changing Way of Life--Cattleman, A Rancher's Story (Film, Color, 22-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611, 1973.
- Story of Cattle Ranching, The (Book) Oren Arnold. Harvey House, Inc., Irvington-on-Hudson, New York, New York, 1968.
- We Live in the Country (Book) Lois Lenski. J. P. Lippincott Company, East Washington Square, Philadelphia, Pennsylvania 19105, 1960.
- White Horse, The (Book) Edith Thacher Hurd. Harper and Row, 49 East 33rd Street, New York, New York 10016, 1970.
- Why Fathers Work (Film, Color, 14-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611, 1969.

RANCH HAND

"Rancher" usually refers to that livestock farmer who raises beef cattle or sheep. The rancher breeds and raises young animals. Frequently he sells calves or lambs to another livestock farmer whose work is basically to feed and fatten them to market size. This rancher generally raises his own corn and hay so as to reduce his feeding costs. The rancher and his hired hands know diseases of cattle or sheep and how to guard against them. They know proper feeding methods. They allow large areas of fenced pasture for the animals and adequate shelter for them in bad weather. Some ranchers buy grazing rights on government owned ranch lands.

No special educational requirements accrue to ranching. However, success depends upon knowledge of soil preparation and cultivation, disease control, machinery maintenance, business practices and bookkeeping. Ranch workers often come from ranchers' families. Essentially, they need a basic affection for animals, pleasure in outdoor work, and excellent health.

Few people enter ranching as a full-time occupation unless they have grown up around the ranch. Entering ranching without a family connection is possible via agricultural colleges. Ranch hands often work part-time during seasonal operations.

Often, livestock farmers start by renting property and maybe even animals, sharing profits with the owner. Loans are available for those wishing to start on their own. These may be as high as half the estimated value of lands, buildings, and animals.

The forecast is that numbers of persons working as ranchers and ranch hands will decrease, being replaced by large corporate concerns.

Ranching entails many risks such as weather, disease, and market conditions. Ranch workers need the fortitude and ability to start again after setbacks.

MASTER INDEX OF INFUSION STRATEGY CONTENTS

CB - COPING BEHAVIORS	LS - LIFESTYLE
DM - DECISION MAKING	SD - SELF-DEVELOPMENT

Second Experience Level

LANGUAGE ARTS

<u>Dimension</u>	<u>Infusion Strategy</u>	<u>Occupation</u>	<u>Activity</u>	<u>Subject Matter</u>	<u>Page</u>
<u>(Grammar and Usage)</u>					
DM	Try It This Way	Home Service Representative	I'll Show You How	Spelling	565
DM	Try It This Way	Home Service Representative	Keeping a File	Proper forms and usage Building sentences about cause and condition	570
LS	That's Living	Nurseryman	People or Plants	Beginning dictionary usage	612
LS	That's Living	Nurseryman	What Words Mean	Uses of language; describe	624
<u>(Listening and Speaking)</u>					
CB	What's the Number?	Telephone Operator	PBX or Telephone Company	Listening for information	488
CB	What's the Number?	Telephone Operator	Sit Up Straight	Listening for information Asking pertinent questions	502
CB	One Thing Leads to Another	Clergy	How to Say It	Talking and listening lessons	532
DM	Try It This Way	Home Service Representative	Asking About the Community	Listening for information Asking pertinent questions	552
DM	Try It This Way	Home Service Representative	I'll Show You How	Asking pertinent questions Listening to details Choosing right word meaning	565
LS	That's Living	Nurseryman	What Words Mean	Choose right word meaning	624
SD	Made to Measure	Upholsterer	Measured to Fit	Listening for information	648
SD	Climatic Customs	Meteorologist	Wind Indicators	Discussion skills Noting and remembering details	675
SD	Climatic Customs	Meteorologist	So They Say	Discussion skills Noting and remembering details Listening for information	680
SD	May I Help You?	Secretary	Correct Form	Asking pertinent questions Listening for information	694
SD	May I Help You?	Secretary	Who Is Calling?	Listening for information	699
<u>(Reading)</u>					
CB	One Thing Leads to Another	Clergy	Write It Now	Reading for information, other purposes	526
CB	One Thing Leads to Another	Clergy	How to Say It	Reading for information, other purposes	532
DM	Try It This Way	Home Service Representative	More or Less	Reading for information	561
DM	More Power to You	Electrician	Read All About It	Judgments of stories, characters Reading for information, other purposes	589
LS	That's Living	Nurseryman	People or Plants	Reading for information	612
LS	That's Living	Nurseryman	Home Styles	Reading for information, other purposes	619
LS	That's Living	Nurseryman	What Words Mean	Context clues to word meaning	624
LS	That's Living	Nurseryman	Gardens	Reading for information, other purposes	635
SD	Made to Measure	Upholsterer	Measured to Fit	Reading for meaning	648
SD	Climatic Customs	Meteorologist	So They Say	Beginning vowel and consonant sounds Judgments of stories, characters Cause-effect organization	680
SD	May I Help You?	Secretary	Correct Form	Judgments of stories, characters Dictionary	694
SD	May I Help You?	Secretary	Here It Is	Reading for information	705
<u>(Writing Skills)</u>					
CB	What's the Number?	Telephone Operator	PBX or Telephone Company	Writing short stories	488
CB	What's the Number?	Telephone Operator	Sit Up Straight	Writing short stories	502

<u>Dimension</u>	<u>Infusion Strategy</u>	<u>Occupation</u>	<u>Activity</u>	<u>Subject Matter</u>	<u>Page</u>
(Writing Skills Cont'd)					
CB	One Thing Leads to Another	Clergy	What Do You Think?	Writing short stories	520
CB	One Thing Leads to Another	Clergy	Write It Now	Writing short stories	526
LS	That's Living	Nurseryman	People or Plants	Writing a letter	612
LS	That's Living	Nurseryman	Home Styles	Short stories, poems	619
LS	That's Living	Nurseryman	What Words Mean	Print simple words	624
LS	That's Living	Nurseryman	Summer, Winter, Spring, and Fall	Vowels and consonants	630
LS	That's Living	Nurseryman	Gardens	Writing letters, short stories	635
SD	Made to Measure	Upholsterer	Measured to Fit	Writing letters	648
SD	Climatic Customs	Meteorologist	Wind Indicators	Short answers	675
SD	Climatic Customs	Meteorologist	So They Say	Spelling words by ideas	680
SD	May I Help You?	Secretary	Correct Form	Spelling words Writing a letter	694
SD	May I Help You?	Secretary	Who Is Calling?	Write topic sentences	699
SD	May I Help You?	Secretary	Here It Is	Alphabetical order Spelling words	705

Second Experience Level

MATHEMATICS

(Facts and Operations)					
CB	What's the Number?	Telephone Operator	PBX or Telephone Company	Cardinal numbers	488
CB	What's the Number?	Telephone Operator	Long Distance Calling	Cardinal numbers Addition facts Concept of fractional parts	495
CB	What's the Number?	Telephone Operator	Number Please	Cardinal numbers	507
DM	Try It This Way	Home Service Representative	More or Less	Concept of one-half Products through 18	561
SD	Made to Measure	Upholsterer	Over and Under	Counting	654
(Figural)					
SD	Climatic Customs	Meteorologist	Weather Measures	Graphs Maps and Charts	670
(Geometry)					
SD	Made to Measure	Upholsterer	The Designing Upholsterer	Manipulation of plane figures Recognizing congruent figures	659
(Measurement)					
CB	What's the Number?	Telephone Operator	Long Distance Calling	Time	495
DM	More Power to You	Electrician	Planning Ahead	Time	601
SD	Made to Measure	Upholsterer	Measured to Fit	Length	648
SD	Made to Measure	Upholsterer	Over and Under	Length	654
SD	Climatic Customs	Meteorologist	Weather Measures	Temperature Calendar	670
(Problem Solving)					
CB	What's the Number?	Telephone Operator	Long Distance Calling	One-step problems	495
DM	Try It This Way	Home Service Representative	More or Less	One-step problems	561
LS	That's Living	Nurseryman	People or Plants	One-step problems	612
LS	That's Living	Nurseryman	Gardens	One-step problems	635
SD	Made to Measure	Upholsterer	Measured to Fit	Solve number stories	648

Second Experience Level

SCIENCE

<u>Dimension</u>	<u>Infusion Strategy</u>	<u>Occupation</u>	<u>Activity</u>	<u>Subject Matter</u>	<u>Page</u>
(Biology)					
LS	That's Living	Nurseryman	Home Styles	Living things change as they grow.	619
LS	That's Living	Nurseryman	Summer, Winter, Spring, and Fall	Living things adjust to seasons.	630
LS	That's Living	Nurseryman	Gardens	Growing plants and their care	635
(Earth and Sky)					
SD	Climatic Customs	Meteorologist	Weather Measures	Local weather conditions Water and air together Weather maps	670
SD	Climatic Customs	Meteorologist	Wind Indicators	Local weather conditions	675
SD	Climatic Customs	Meteorologist	So They Say	Local weather conditions Use thermometer, study clouds, rain, sunshine, wind	680
(Physics)					
EM	What's the Number?	Telephone Operator	PBX or Telephone Company	Electricity moves through a conductor in a circuit.	488
DM	Try It This Way	Home Service Representative	I'll Show You How	Force moves things.	565
DM	More Power to You	Electrician	Completing a Circuit	Electricity moves through a conductor in a circuit.	582
DM	More Power to You	Electrician	What Is a Conductor?	Electricity moves through a conductor in a circuit.	593
(Scientific Method)					
DM	Try It This Way	Home Service Representative	Keeping a File	Categorizations	570
DM	More Power to You	Electrician	What Is a Conductor?	Investigative and evaluative techniques	593
SD	Made to Measure	Upholsterer	Over and Under	Things can be compared by measuring.	654
SD	Climatic Customs	Meteorologist	Wind Indicators	Use of senses to gather data Investigative and evaluative techniques vary.	675
SD	Climatic Customs	Meteorologist	So They Say	Investigative and evaluative techniques vary. Use of senses to gather data Special instruments help us observe.	680
SD	May I Help You?	Secretary	Here It Is	Categorizing	705

Second Experience Level

SOCIAL STUDIES

(Economics)					
DM	Try It This Way	Home Service Representative	Asking About the Community	Community workers Stores	552
DM	Try It This Way	Home Service Representative	I'll Show You How	Stores	565
DM	More Power to You	Electrician	Make a Chart	Community workers	597
DM	More Power to You	Electrician	Planning Ahead	Community workers	601
LS	That's Living	Nurseryman	Summer, Winter, Spring, and Fall	Earning money	630
(Geography)					
EM	What's the Number?	Telephone Operator	Long Distance Calling	Understanding scale	495

<u>Dimension</u>	<u>Infusion Strategy</u>	<u>Occupation</u>	<u>Activity</u>	<u>Subject Matter</u>	<u>Page</u>
<u>(Geography Cont'd)</u>					
DM	Try It This Way	Home Service Representative	Asking About the Community	Needs differ according to climate and resources.	552
LS	That's Living	Nurseryman	People or Plants	Special purpose maps	612
LS	That's Living	Nurseryman	Home Styles	Special purpose maps	619
LS	That's Living	Nurseryman	Summer, Winter, Spring, and Fall	Needs differ according to climate and seasons.	630
<u>(Political Science)</u>					
LS	That's Living	Nurseryman	Home Styles	Governments help people meet some needs.	619
<u>(Sociology-Anthropology)</u>					
CB	What's the Number?	Telephone Operator	Sit In Straight	Values and purposes in behavior	502
CB	One Thing Leads to Another	Clergy	What Do You Think?	Contact with others is needed. Community reflects assumptions and values.	520
CB	One Thing Leads to Another	Clergy	Executive Secretary	Membership in a group Dependence upon others	547
DM	Try It This Way	Home Service Representative	Asking About the Community	Community needs a variety of services. Contacts with others are needed.	552
DM	Try It This Way	Home Service Representative	I'll Show You How	Community reflects assumptions and values.	565
DM	Try It This Way	Home Service Representative	Keeping a File	Technology produces changes in ways of living. Religious and cultural diversity	570
LS	That's Living	Nurseryman	Home Styles	Community reflects assumptions and values.	619
LS	That's Living	Nurseryman	Summer, Winter, Spring, and Fall	Lifestyles differ with time and place.	630
SD	May I Help You?	Secretary	Who Is Calling?	Individual characteristics Manners	699

Behaviors Coping Behaviors Coping Behaviors Coping Behaviors

SECOND EXPERIENCE LEVEL

CAREER DEVELOPMENT FOCUS: An individual should learn how to give and take criticism.

OCCUPATIONAL FOCUS: Telephone Operator

ACTIVITIES

IN THIS INFUSION STRATEGY

1. PBX or Telephone Company
2. Long Distance Calling
3. Sit Up Straight
4. Number Please



Teacher Goals

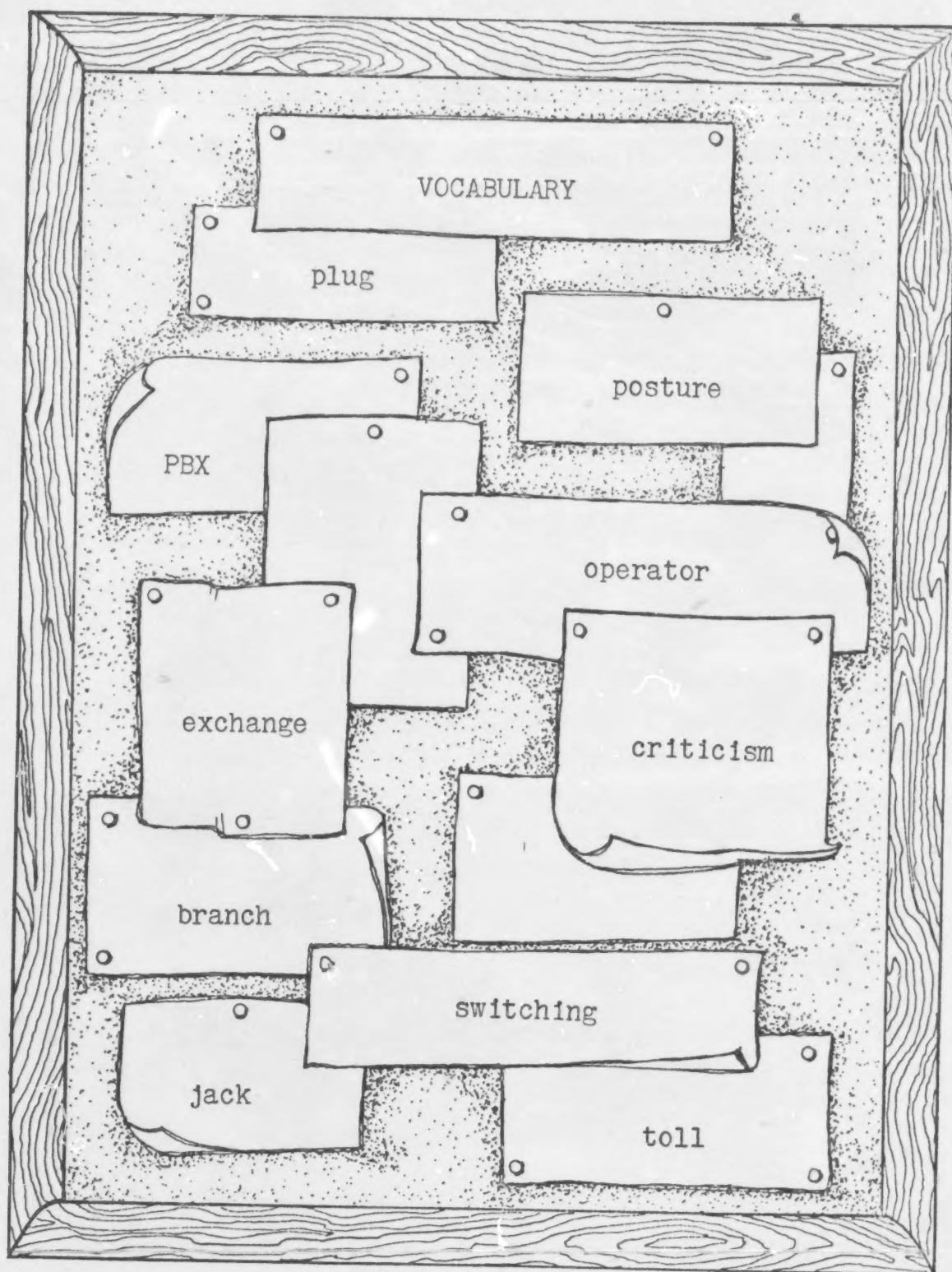
Teacher goals of this strategy combine a Coping Behaviors Dimension subconcept with subconcepts from Attitudes and Appreciations, Career Information, and Educational Awareness, and subject matter concepts for the occupation of Telephone Operator. In this perspective the teacher's goals are to:

Help children simulate work experiences of a telephone operator.

Help children develop an understanding of the need to accept criticism.

Help children learn to accept the behavior of others.

Help children develop an awareness that some workers must learn to take unjust criticism.



PBX OR TELEPHONE COMPANY
Second Experience Level Activity

Performance Objectives

Coping Behaviors Dimension

- . . . *describe why a telephone operator needs to be able to take criticism.*
- . . . *state one reason why the telephone operator must be able to acknowledge mistakes.*

Career Information Dimension

- . . . *name personal abilities needed by a telephone operator.*

Educational Awareness Dimension

- . . . *identify an arithmetic skill needed by a telephone operator.*

Subject Matter Concepts

Mathematics
Facts and Operations
Cardinal numbers

Language Arts
Writing Skills
Writing short stories
Listening and Speaking
Listening for information

Science
Physics
Electricity moves through
a circuit.

Preplanning Suggestions

Materials for charts
Local telephone book
Dry cell battery, insulated copper wire, 2 demonstration sockets,
and bulbs (See REACT page.)

PBX OR TELEPHONE COMPANY

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

Telephone service is common to almost all communities. In towns and cities many firms have their own switchboard for convenience and speed in handling calls for employees.

In the community where this material is being used, children should contact firms to find which ones have PBX (private branch exchange). Plan interviews and field trips.

. . . identify an arithmetic skill needed by a telephone operator. PPO

The operator on a PBX probably continues to use a manual switchboard. This involves the ability to read numbers. The numbers will customarily have four digits on a PBX board. When you take your receiver off the hook a little light glows over a small hole, or jack, which has your number beside it. Other numbers are beside many other jacks on the switchboard.

Inside each jack are two wires which run from the jack to your phone.

Other jacks have two wires which lead to the telephone whose number is beside the jack.

The operator puts a pencil-shaped plug into the jack over which the light glows. This connects your phone to the operator's phone. She asks what number you are calling, then joins the wires in that jack with the wires in your jack. This is done by placing plugs joined by a wire in the jacks of each number. Since your jack was "plugged in" when you gave the operator the number, she now places the plug at the opposite end of the cord into the number you have

An individual should learn
how to give and take criticism.

Coping Behaviors

An individual should learn
how to give and take criticism.

Coping Behaviors

Occupations require special
aptitudes.

Career Information

requested. The plugs and wires in the cord connect the wires from your phone to the phone you are calling in order to complete the electrical circuit. The operator presses a little bell to notify the person you are calling that a connection has been made.

. . . describe why a telephone operator needs to be able to take criticism. PPO

The operator responds to many calls a day. Some callers will be impatient and perhaps rude to the operator. The operator must be able to respond graciously and help the caller complete the call.

. . . state one reason why the telephone operator must be able to acknowledge mistakes. PPO

The operator will make some errors. She must be able to assume responsibility for those errors. She is a representative of a company and must consider that company's image.

. . . name personal abilities needed by a telephone operator. PPO

Ask children to make a list of abilities needed by a telephone operator. After the list is completed, plan dramatizations in which the "operator" demonstrates one of the abilities listed. Encourage children to watch for abilities and characteristics to add to their list.

TELEPHONE OPERATORS

Must be courteous
Must learn to take criticism
Must be able to sit for a long time
Must be prompt
Must like people

Children could make a class phone list with information about how to reach emergency numbers. The telephone operator has a special telephone book to use which includes telephone numbers for fire department, ambulance service, police, hospital, civil defense, and doctors. The class could decide on the numbers to be included on the list.

The first REACT page has a simple picture of a small switchboard. The operator's hands are shown connecting two jacks. Number 5368 called number 5373.

This discussion page is to be followed by an electricity experiment which uses a battery and demonstration sockets to complete a circuit. The telephone operator completes an electrical circuit when two jacks are connected by wires.

The top of the second REACT page provides an opportunity for children to recognize and recall numbers repeated in a sequence. The teacher is to read the number calling, pause long enough for children to find the four digit number, and then the teacher says the number to be called. Children will draw a line between numbers. Any combination may be used. We suggest:

Caller	Called
one, three, eight, seven	two, six, seven, eight
1, 3, 8, 5	2, 5, 7, 8
2, 7, 6, 7	1, 3, 9, 0
1, 3, 8, 6	2, 6, 7, 7

The bottom of the REACT page asks for "busy numbers." Permit children to

discover for themselves the "busy numbers" are those now connected with a line.

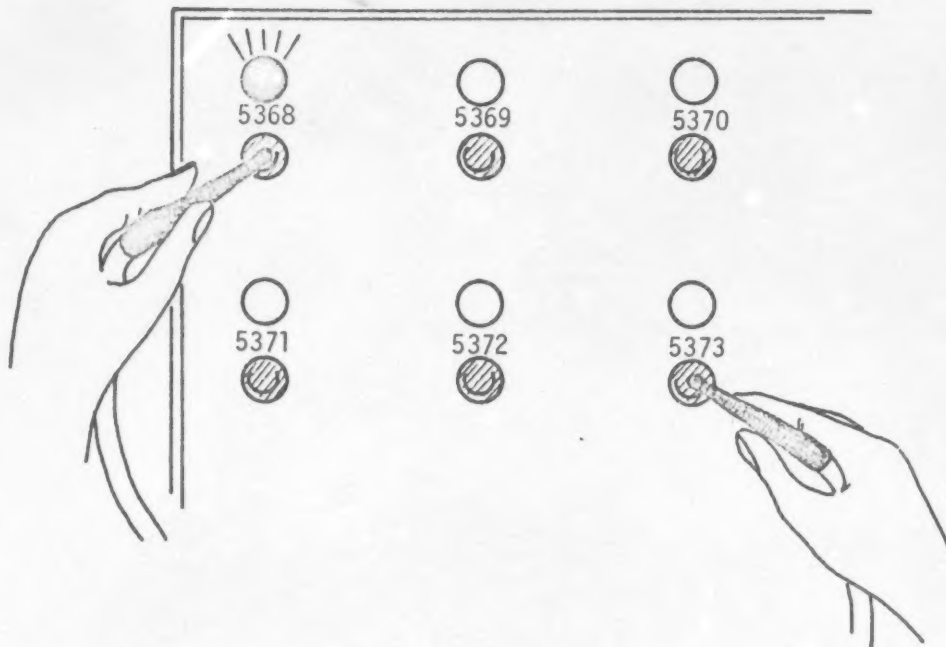
CB/Level 2/1

"Making A Connection"

CB Level 2/2

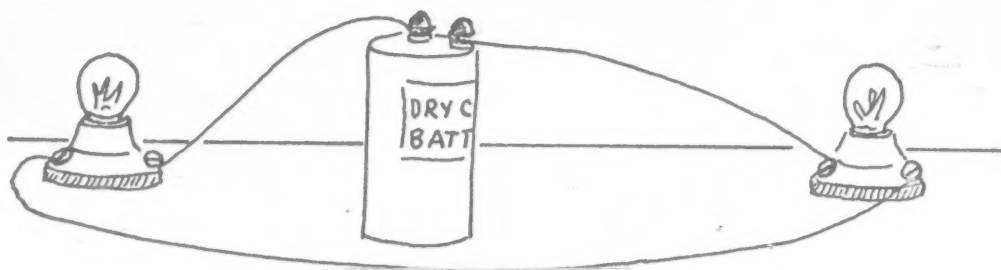
"What Number Are You Calling?"

MAKING A CONNECTION



There are wires from each jack to the home that has that phone number. When the jacks are connected to each other by the plugs, and wire a circuit is completed.

Complete a circuit using a battery and wires. Use a light or a bell to show the circuit is complete.



WHAT NUMBER ARE YOU CALLING?

1384		2763
1385	_____	2764
1386	_____	2765
1387	_____	2766
1388	_____	2767
1389	_____	2768
1390	_____	2769

Look at the numbers above.

Which numbers are busy?

LONG DISTANCE CALLING
Second Experience Level Activity

Performance Objectives

Coping Behaviors Dimension

. . . demonstrate how a telephone operator could ask a caller to give more information.

Attitudes and Appreciations Dimension

. . . name one responsibility of a telephone operator.

Subject Matter Concepts

Mathematics

Problem Solving
One-step problems
Facts and Operations
Cardinal numbers
Addition facts
Concept of fractional parts
Measurement
Time

Social Studies

Geography
Understand scale

Preplanning Suggestions

Telephone books for children to use in class

LONG DISTANCE CALLING

An individual should learn how to give and take criticism.

Coping Behaviors

Operators are needed for special calls. Assemble as many telephone books as possible to use as reference books in the classroom.

Teachers may wish to reproduce pages at the front of the telephone book which give information about how to call long distance using a special operator.

Discuss and dramatize with the class how to place a long distance call using an operator. The telephone company recommends direct distance dialing (DDD) when possible. However, there are times when assistance is needed.

. . . demonstrate how a telephone operator could ask a caller to give more information. PPO

Suggest children give examples of times when callers might be upset and need extra help from an operator. The operator needs to be able to ask for more complete information without antagonizing customers.

The operator needs information about: (1) who is calling, (2) from what number the call is made, and (3) the person or number being called. This information is recorded for billing purposes.

At the front of each telephone book there usually is a list of prices or tolls charged for three-minute telephone calls. Different prices appear for different times of day.

Plan arithmetic and geography lessons which use the toll charges. Compare prices of calls from the local area to a variety of cities. Use fractional parts of three-minute calls when fractions are introduced in arithmetic class.

Work involves the acceptance of responsibility for a task.

Attitudes and Appreciations

	Day	Evening	Night	Person to Person
Chicago	.70	.45	.40	1.45
Boston	1.05	.65	.50	2.40

A multitude of problems can be developed. How much more? How much less? Which city is farthest from here? What is evening? What is night?

. . . name one responsibility of a telephone operator. PPO

The telephone directory provides the information; however, the long distance operator must be able to figure rates quickly. Calls from pay telephones require the caller to pay at the time of the call. The toll is announced by the operator who must keep a record of minutes talked which is the basis for the cost of the call.

Time is important for telephone companies. The times are given here. Help children understand how the time is figured.

The first REACT page has clocks marked to show when a call started and when it stopped. Children are to record the time of two calls, and then figure the length of the call in minutes.

The second REACT page shows lists of numbers as they appear on an operator's toll card. The numerals are marked out to identify a telephone number. The example shows how children are to mark numbers in each box. Have children read the numbers aloud as telephone numbers.

The third REACT page includes more information to be put on the card. Help children find the proper place

on the card form to record the information which is given just below the form.

CB/Level 2/3

"How Long?"

CB/Level 2/4

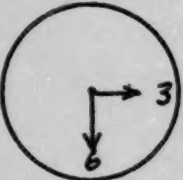
"Say the Telephone Number"

CB/Level 2/5

"Complete the Record"

HOW LONG?

Complete the clocks.
Write how long the call lasted.

Started call	Stopped call	How many minutes did the call last?
 1:35	 1:45	<u>10 minutes</u>
		<u> </u>
		<u> </u>
	Draw the minute hand. 	<u>10 minutes</u>

SAY THE TELEPHONE NUMBER

Read the number in each box.
Mark the numbers in the rows.

~~1~~ 1 1 1 2 2 2 2 3 3 ~~3~~ 3 4 ~~4~~ 4 ~~4~~ 5 5 5 ~~5~~ 1435	1 1 1 1 2 2 2 2 3 3 3 3 4 4 4 4 5 5 5 5 1243	1 1 1 1 2 2 2 2 3 3 3 3 4 4 4 4 5 5 5 5 2145
6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9 0 0 0 0 7860	6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9 0 0 0 0 8067	6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9 0 0 0 0 6097
1 1 1 1 2 2 2 2 3 3 3 3 4 4 4 4 5 5 5 5 2153	6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9 0 0 0 0 7809	1 1 1 1 2 2 2 2 3 3 3 3 4 4 4 4 5 5 5 5 5312

COMPLETE THE RECORD

Number called

0 0 0 0

1 1 1 1

2 2 2 2

3 3 3 3

4 4 4 4

5 5 5 5

6 6 6 6

7 7 7 7

8 8 8 8

9 9 9 9

Number called
2471

Time started

Hours

Minutes

Time stopped

Hours

Minutes

Time talked

Hours

Minutes

Caller's Name

Number called from

0 0 0 0

1 1 1 1

2 2 2 2

3 3 3 3

4 4 4 4

5 5 5 5

6 6 6 6

7 7 7 7

8 8 8 8

9 9 9 9

Number called from
5816

Use this information to complete the card:

Caller: Mrs. Talk

Time started: 1:30

Time stopped: 1:39

SIT UP STRAIGHT

Second Experience Level Activity

Performance Objectives

Coping Behaviors Dimension

. . . recognize when a teacher comment is positive criticism.

Career Information Dimension

. . . list at least three occupations which have chairs or seats designed for use over long periods of time.

Subject Matter Concepts

Language Arts
Writing Skills
Writing short stories
Listening and Speaking
Asking pertinent questions
Listening for information

Social Studies
Sociology-Anthropology
Values and purposes in behavior

Preplanning Suggestions

Materials for a chart story
Posters, movies, etc. of good posture
Secretarial chair

SIT UP STRAIGHT

The telephone or PBX operator will spend much of the working day seated in a chair. Using the switchboard will involve reaching to different heights.

Good posture and a good chair are essential for an operator. Children like to sprawl in their chairs and like to be able to move around freely. A child's body development is different from an adult's. However, adults also find it difficult to sit quietly in one position for any length of time.

Ask children to assume a comfortable posture in their chair. Tell the children they will be expected to sit that exact way for one minute. Give a start and stop signal. Ask if anyone had any discomfort in a particular position. Repeat the activity several times. Each time discuss any posture children found comfortable or uncomfortable.

A similar activity would have one child assume a seated posture and all other children would sit in the same position. Limit each activity to a short time period in order to prevent any actual discomfort.

By discussion lead children to make conclusions about the most comfortable posture to have if one is to sit for a long period. Make a chart story with some good posture suggestions.

Posture Chart

Feet should touch the floor.
Sit with your back against the chair.

An individual should learn how to give and take criticism.

Coping Behaviors

Occupations require the use of specific materials and equipment.

Career Information

Use posture charts, movies, and filmstrips which suggest good posture for children.

. . . recognize when a teacher comment is positive criticism.
PPO

During the day watch for and comment on good posture of children. Use names of children who consistently follow rules of good posture. If there is a secretary in the building, select a committee to discuss with the secretary the kind of chair that is being used. Measurements and adjustments to make the chair fit the individual are usually provided for persons who must remain seated for long periods of time.

Have children list as many occupations as they can think of that require being seated for long periods. Children can be encouraged to talk to parents and friends to get suggestions for the list.

. . . list at least three occupations which have chairs or seats designed for use over long periods of time. PPO

Pilot	Telephone Operator
Bus Driver	Truck Driver
Secretary	Watch Repairman

It might be possible for small groups to work together on separate lists. Allow several days for children to add to the list. At a set time have the lists presented by each group. Look for duplications and unusual occupations. There may be some controversy over whether being seated is a requirement of an occupation. Tell

children to be prepared to prove their point. Resource people who are in the occupation could be asked or articles and stories could be used.

The REACT page shows a movie theater, a television set at home, and a family in an automobile. Discuss each picture with emphasis on the difficulty in sitting quietly for long periods of time. Television at home allows one to move about. In a movie theater one can leave one's seat when restless. In a car one is really confined to a small area and, depending on the attitude, moving is limited.

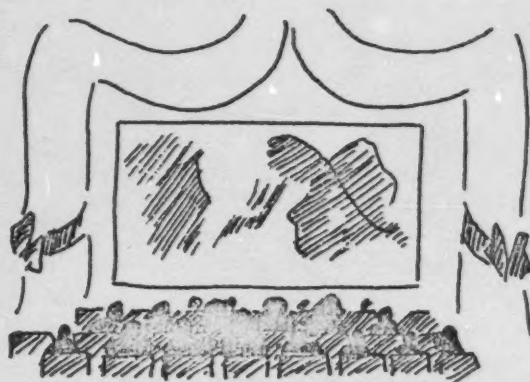
Have children discuss how they feel in each case. What provision does a family make for long trips in a car? Remind children of the telephone operator who must stay in one position for long periods of time.

Emphasize the kinds of reactions children and adults have when children become restless in a situation.

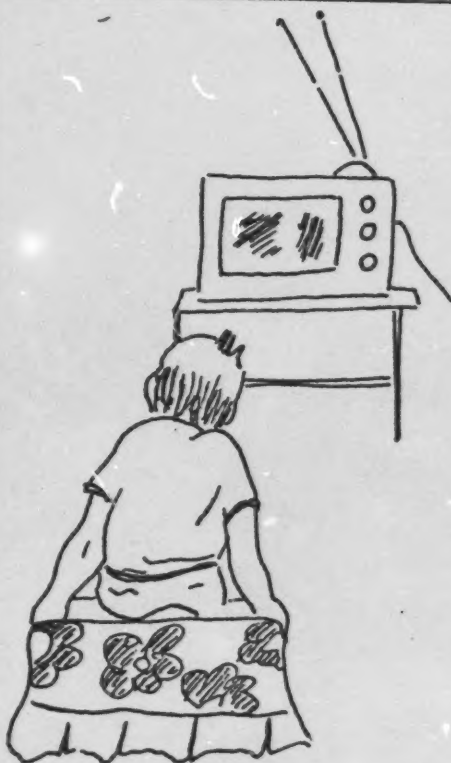
CB/Level 2/6

"When I Can Sit Still"

WHEN I CAN SIT STILL



At a movie



At home watching TV



On a trip

NUMBER PLEASE

Second Experience Level Activity

Performance Objectives

Coping Behaviors Dimension

- . . . *describe one's own feelings when being criticized for a mistake.*

Educational Awareness Dimension

- . . . *identify one way a telephone operator uses numbers.*

Subject Matter Concepts

Mathematics
Facts and Operations
Cardinal numbers

Preplanning Suggestions

Class list of student telephone numbers
Local emergency telephone numbers
Construction paper to use as game board
Markers for game board

NUMBER PLEASE

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

Telephone operators are used for special kinds of calls. Machines have taken over the jobs of switching (completing a circuit) for most calls for commercial telephone systems.

. . . identify one way a telephone operator uses numbers.

PPO

Operators who handle special calls need to be able to recognize a sequence of from four to seven numbers that make up a "telephone number."

Practice with four- to seven-place numbers can be a game of remembering numbers in sequence rather than "reading" the number. Five, four, seven, eight, two (5-4782) is the way a telephone number is stated and "read."

Ask children to learn their own telephone number if they have one. Provide a record sheet on which a child can record the information. Include the local numbers to call for emergency help. Police and fire numbers are usually listed separately in the front of the telephone book.

TELEPHONE NUMBERS

Police	5-2144
Fire	8-2131
Mary	5-6437
Joe	5-3850
Jim	8-1278

Play a game similar to Bingo. Provide plain paper that can be folded or marked into 25 blocks or use 9 blocks for a smaller board.

5-2144		
5-3850	0	8-2131
	8-1278	

Put an 0 in the middle block for Operator. Children can write, in any block in random order, any of the phone numbers on the class list. If not enough numbers are available from the class, use telephone numbers of the school and well-known business firms in the area.

Have a separate set of all numbers for the caller. Each player will have a card and counters. The game will proceed as for Bingo. Children might prefer to say "Buzz" or some word appropriate to a telephone rather than "Bingo."

As the game progresses, the caller may make errors in "reading" numbers or children may think they have won only to discover that a marker was placed on a "wrong number." When situations of this kind arise, help children settle the immediate argument.

An individual should learn how to give and take criticism.

Coping Behaviors

... describe one's own feelings when being criticized for a mistake. PPO

Following the game, recall the argument and how it was settled. Lead a discussion of how to avoid hurt feelings. Help children acknowledge their own errors in other situations and how it feels to be "right" or "wrong."

The REACT page shows pictures of an adult and a child in the same situation.

Children will be able to give examples of other situations when a child really cannot do what an adult can do.

Encourage remarks which illustrate how children cope with criticism in such situations. Ask children what would happen in their situation if the child criticized the adult the way an adult criticized a child.

Have children tell about similar instances which have happened to them.

CB/Level 2/7

"Who Can Do It?"

WHO CAN DO IT?

Look at the pictures. Can you think of more?



How old are you?



RELATED MATERIALS

Beginning Responsibility: Learning to Follow Instructions (Film, Color, 11-min.) Coronet Instructional Films, Coronet Building, 65 E. South Water Street, Chicago, Illinois 60601, 1970.

Kingdom of Could Be You, The: Careers in Communications (Film, Color, 4-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611, 1973.

Let's Explore Our Neighborhood (Book) Educational Reading Service, 320 Route 17, Mahwah, New Jersey 07430, 1969.

Let's Find Out About Telephones (Book) David C. Knight. F. Franklin Watts, Inc., 575 Lexington Avenue, New York, New York 10022, 1967.

School Problems: Getting Along With Others (Film, Color, 12-min.) Bailey Film Associates, 11559 Santa Monica Boulevard, Los Angeles, California 90025, 1972.

Telephone, The (Book) Henry Brenton. The John Day Company, 62 West 45th Street, New York, New York 10036, 1962.

Telephones (Book) Bernice Kohn. G. P. Putnam and Sons, 200 Madison Avenue, New York, New York 10016, 1966.

Telephones (Book) Raymond Sacks. G. P. Putnam and Sons, 200 Madison Avenue, New York, New York 10016, 1965.

Telephone Books, The (Book) Joseph Kaufman. Western Publishing Company, 850 Third Avenue, New York, New York 10022, 1968.

What Makes It Go? (Book) Joseph Kaufman. Western Publishing Company, 850 Third Avenue, New York, New York 07602, 1971.

Why Fathers Work (Film, Color, 14-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611, 1969.

Wonderful World of Work (Filmstrip) Denoyer-Geppert, 5235 Ravenswood Avenue, Chicago, Illinois 60640, 1971.

TELEPHONE OPERATORS

Although millions of telephone calls are dialed each day without the assistance of a telephone operator, practically every telephone user sometimes makes a call that cannot be completed without the operator's help. Often the operator is asked to reverse charges on a long distance call, locate a particular individual, or provide information about the cost of the call. Frequently, the caller needs help because he does not have the correct telephone number. The operator's services also may be needed to call the police in an emergency, assist a blind person who is unable to dial for himself, or arrange a conference telephone call which will enable business executives in several different locations to confer by telephone.

These and many other services are provided by two groups of telephone operators--those who work at the switchboards in central offices of telephone companies and operators or attendants who work at private branch exchange (PBX) switchboards in other types of enterprises. Usually, workers in both groups operate their equipment by inserting and removing plugs attached to cords, by manipulating keys and dials, and by listening and speaking into their headsets. Some switchboards are of the keyboard type and are operated by pushbuttons and dials.

Central office operators are usually contacted only when callers need assistance. Because assistance is most frequently sought for long distance calls, most central office operators are long distance operators. They obtain from each caller the information needed to complete the call, make the necessary connections with the party being called, and record the details of each call for billing purposes. Many information operators also work in telephone companies; they provide callers and long distance operators with telephone numbers by searching in telephone directories and other records for addresses, numbers of new subscribers, and other information. Central office supervisors are responsible for training newly hired operators; they also aid operators in completing especially difficult calls. In each central office, all operators work under the direction of a chief operator, who is responsible for the overall operation of the office.

PBX operators operate switchboards which serve groups of telephone users in business offices and other establishments, and which are connected with telephone company lines. In addition to making connections for inter-office or house calls, they answer and relay to the proper parties the calls from the outside, assist other company employees in making outgoing calls, supply information to callers, and record charges for the calls which go through their switchboards. Many operators work at large PBX boards which serve dial telephones; their duties are very much the same as those of central office operators. In many small establishments, however, PBX operators work at switchboards which serve only a limited number of telephones, and, when not busy at their switchboards, these operators do other office work such as typing or sorting mail. Many act as receptionists or information clerks.

Although PBX operators worked in establishments of all kinds, a particularly large number were employed in manufacturing plants, hospitals, schools, and department stores. Jobs for both central office and PBX operators tend to be concentrated in heavily populated areas. Nearly one-fifth of the total operators were employed in the New York, Chicago, and Los Angeles metropolitan area. Practically all operators were women.

In hiring beginners, employers prefer young people who have at least a high school education. Courses in English and business arithmetic provide good preparation. Since many PBX operator positions combine switchboard duties with other office work, courses in typing and other commercial subjects also may be helpful.

Although brief courses in switchboard operation are available at a limited number of private and public schools, practically all newly hired operators receive some on-the-job training to familiarize themselves with the equipment they will use, the kinds of records to be kept, and any additional duties for which they will be responsible. In telephone company central offices, operators first learn the various procedures used in handling calls. They then put through practice calls. Following this period of instruction and practice--which usually lasts from 1 to 3 weeks--they are assigned to the regular operating force in a central office where they receive further instruction in handling special types of calls not included in their initial training.

Many PBX operators handle comparatively routine calls and, therefore, their period of training may be somewhat shorter than that of central office operators. In a large business, training often is given by a training supervisor in the company's employ or by an instructor who works for the local telephone company. In a small establishment, another employee who is experienced in switchboard operation usually does the training. The telephone operator's job is becoming less repetitive, largely because of the increasing use of direct dialing. Thus, public contacts make up an increasing proportion of their work. Operators must be tactful and courteous. In providing the services requested by telephone users, they often must exercise initiative as well as patience and persistence. A pleasing telephone voice with no noticeable speech impediment is important. A high degree of eye-hand coordination and normal eyesight and hearing also are helpful. Most telephone companies and many large business firms require applicants to pass physical examinations and general intelligence tests. Ability to type and other clerical skills may be required for some PBX positions.

An experienced central office operator may be promoted to central office supervisor and, eventually, to chief operator. Promotion also may be to a clerical job or some other position within the telephone company at a higher salary. Similar opportunities exist for PBX operators in large firms; in small businesses, however, opportunities for advancement are limited.

Many thousands of job openings become available annually in this large occupation. Most openings--an estimated 21,000 each year--will be to replace central office and PBX operators who retire or stop working for other reasons. Turnover is high, particularly because most telephone operators are young

women who work for only a few years and then leave to care for their families. Additional operators also are needed to replace workers who transfer to other types of employment.

Direct dialing and other changes have been under way for some years in telephone company offices and have tended to restrict growth in central office operator employment. Technological change probably will continue. At the same time, however, further increases are anticipated in the volume of calls handled by telephone companies. Consequently, only a small growth in the employment of central office operators is expected.

The number of PBX operators, on the other hand, is expected to rise at a more rapid pace. Employment in most PBX installations is expected to be relatively unaffected by further technological change. Some large PBX installations may install modern laborsaving equipment, but its limiting effect on employment should be more than offset by the number of new jobs created as more businesses require PBX services.

Pay scales established by contracts between unions and telephone companies generally provide for periodic salary increases to operators. Central office operators usually receive extra pay for work on evenings, Sundays, and holidays.

Earnings varied according to the industry in which PBX operators were employed and the section of the country. Average earnings were highest in public utilities and lowest in retail trade and services. By geographic areas, earnings were highest in the West and lowest in the South.

The workweek for most central office and PBX operators averaged between 35 to 40 hours. Often, their scheduled hours are approximately the same as those of other clerical workers in the business community. In telephone companies, however, and in hospitals, hotels, and other establishments where telephone service is maintained on a 24-hour basis, operators usually work on shifts and on holidays and weekends. Some central office operators work split shifts--that is, they are on duty during the peak calling periods which occur in the late morning and early evening, and have time off between these two periods.

Operators in most telephone companies and other large establishments usually work in well-lighted and pleasant surroundings. Attractive lounges often are provided for relaxation during "breaks" in their scheduled hours. Insurance and pension, paid holidays, and vacations are much the same as those for other types of clerical employees.

Many operators employed by telephone companies are members of the Communications Workers of America and the Alliance of Independent Telephone Unions.

Adapted from: Occupational Outlook Handbook, 1970-71 edition.
U. S. Department of Labor, Washington D. C., 1971.
pp. 290-293.

Behaviors Coping Behaviors Coping Behaviors Coping Behaviors Coping Behaviors

SECOND EXPERIENCE LEVEL

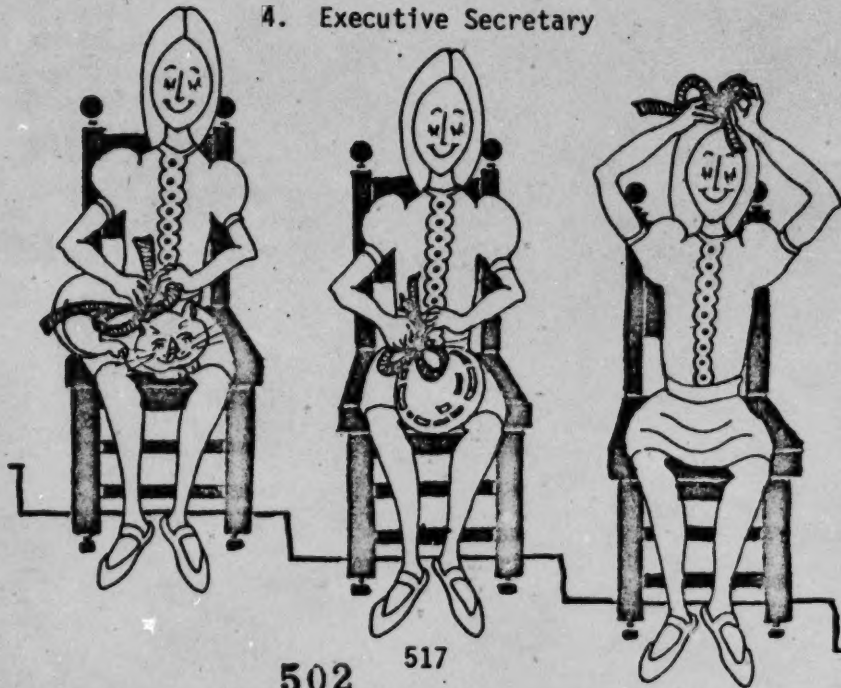
CAREER DEVELOPMENT FOCUS: Some skills can be transferred from one job to another.

OCCUPATIONAL FOCUS: Clergy

ACTIVITIES

IN THIS INFUSION STRATEGY

1. What Do You Think?
2. Write It Now
3. How To Say It
4. Executive Secretary



Teacher Goals

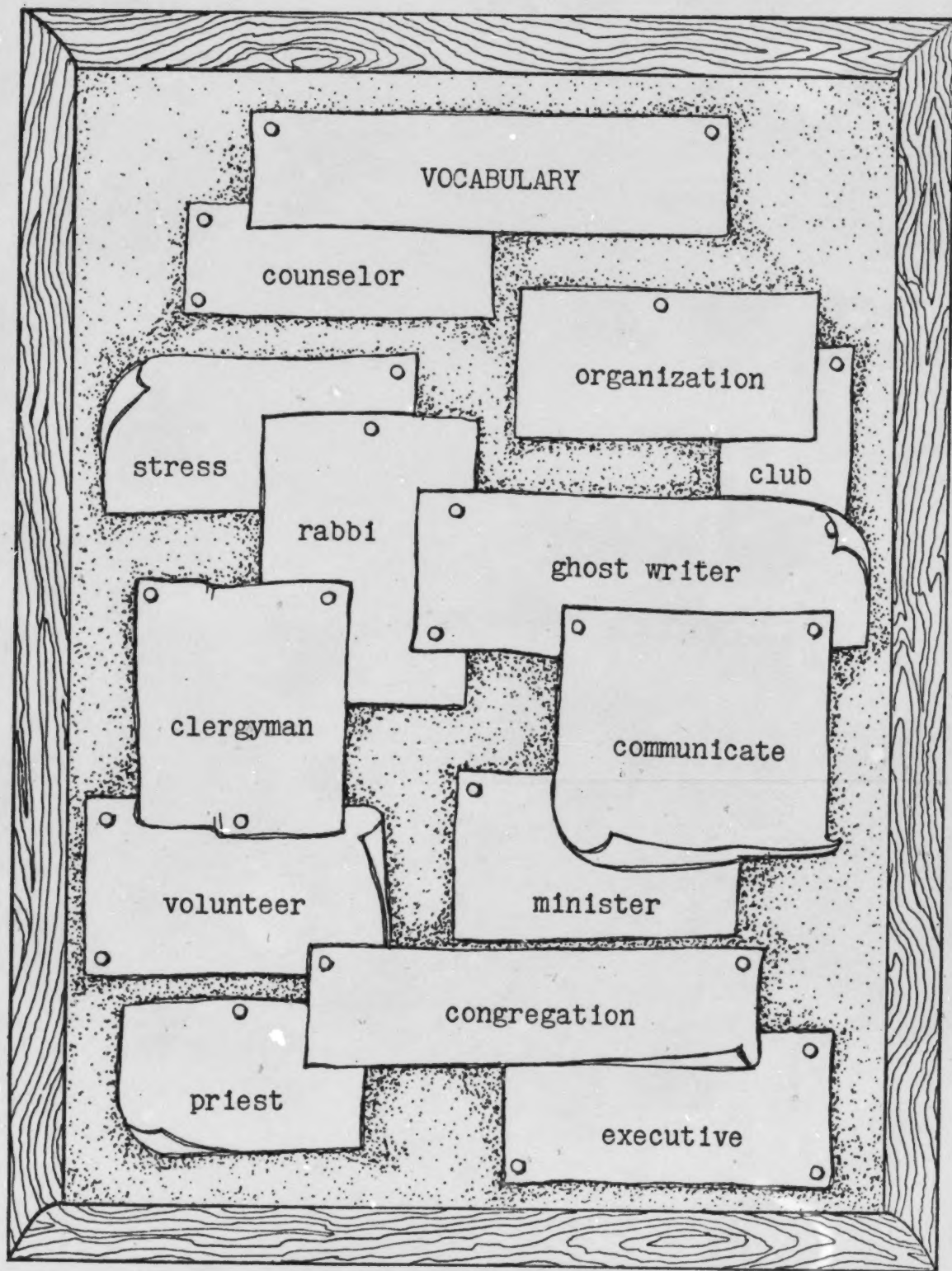
Teacher goals of this strategy combine a Coping Behaviors Dimension subconcept with subconcepts from Attitudes and Appreciations, Career Information, and Educational Awareness, and subject matter concepts for the occupation of Clergyman. In this perspective the teacher's goals are to:

Help children focus attention upon skills common to several occupations.

Lead children to investigate the kinds of skills used by clergy that can be transferred to other occupations.

Help children understand that the same skills are used in a variety of children's activities.

Provide an opportunity for children to become aware of times they have transferred skills from one task to another.



WHAT DO YOU THINK?

Second Experience Level Activity

Performance Objectives

Coping Behaviors Dimension

. . . identify at least two jobs that include helping people.

Career Information Dimension

. . . describe one personal quality needed by persons who help others.

Subject Matter Concepts

Social Studies

Sociology-Anthropology

Contact with others is needed.
Community reflects assumptions
and values.

Language Arts

Writing Skills

Writing short stories

Preplanning Suggestions

List of clergymen in the area
Puppets or material for making puppets
Puppet stage

WHAT DO YOU THINK?

Some skills can be transferred from one job to another.

Coping Behaviors

Occupations require special personal characteristics.

Career Information

Clergymen are called upon in times of trouble. Individuals who have problems will often go to their minister for advice. Ministers must be able to relate to many different kinds of individuals. Ministers have a set of beliefs to uphold and must work within that framework.

... identify at least two jobs that include helping people. PPO

Deciding to help other human beings is part of the reason people enter the ministry.

... describe one personal quality needed by persons who help others. PPO

The desire to help others is basic to many other jobs. Teachers, social workers, and counselors are the most obvious of those jobs related to helping people. In many ways, other jobs may also be related to helping others. Authors, politicians, community workers, researchers, and doctors have occupations closely related to people.

Develop some role-playing activities which involve giving advice and help. Children will be hesitant if role playing occurs without some general class participation.

Pose some problem situations for children to help solve. Ask, "What shall I do when my parent insists I eat something I don't like?" or "Should I tell my parents that my friend picked a neighbor's flower?"

As children respond, discuss whether or not the solution is practical for everyone. Watch for children who seem

to have the best responses. Watch to see if these are the same children who are the real problem solvers of the class.

Let class discussion lead into socio-dramas with children playing different roles. Continue to offer suggestions for problems, but encourage children to think of their own.

Try to have children summarize qualities needed by persons who are in the "helping people" jobs. Ability to listen quietly, ability to accept other people without showing negative criticism, and ability to lead people to the solution of problems are at least three common characteristics of people in helping jobs.

If it is possible, this would be a good time for children to list clergy in the community or neighborhood. Informal meetings with clergy are advisable. Bring clergy to the classroom for career discussions. Ask ministers what they would like to do if they could no longer be ministers.

Make puppets to take part in role-playing activities. Children can use the puppets as actors in socio-dramas. Conversations are easier when one is talking through a puppet.

The REACT page, "What to Do," relates to the minister's role as a counselor. Lead children to discuss what and why certain behaviors are best for individuals. Children may verbalize the responses society expects. Remind children that their actions speak louder than words. The stories suggested for this page could be individual, small group, or a class story.

"I Could Do That" gives children an opportunity to identify job tasks which are needed by workers. All workers

probably need to know how to add numbers; however, the skill is more essential to success in specific occupations.

CB/Level 2/8

"What to Do"

CB/Level 2/9

"I Could Do That"

WHAT TO DO

What should the child do?

Tell why.

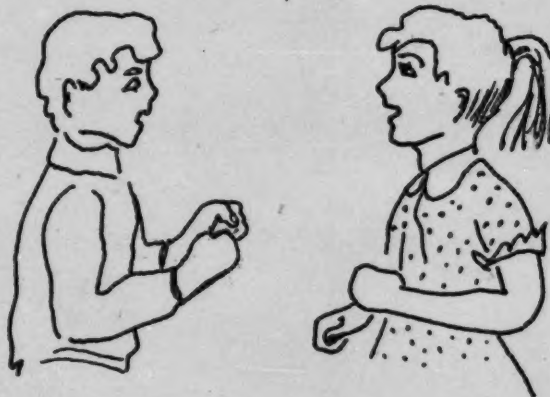
Write the story on your own paper.



Is fighting the best way?

Tell why.

Write the story on your own paper.



I COULD DO THAT

Mark the names of two workers for each sentence.

Tell why you picked those two.

For my job, I need to know how to add quickly.

waitress

dancer

salesclerk

librarian

For my job, I need to know how to spell very well.

farmer

secretary

reporter

pilot

For my job, I need to like to be with people.

nurse

minister

electrician

truck driver

For my job, I need to like working outdoors.

teacher

paperboy

construction machinery
operator

baker

For my job, I need to be able to stand or walk for a long time.

beauty parlor
operator

telephone
operator

mail
deliveryman

truck driver

What things do you like to do?

add

spell

be with people

stand or walk

work outdoors

WRITE IT NOW

Second Experience Level Activity

Performance Objectives

Coping Behaviors Dimension

- . . . *describe a situation in his own life that required him to write a letter.*
- . . . *identify at least three jobs which require ability to write articles or speeches.*

Career Information Dimension

- . . . *identify how having a sermon to write can be pleasant or unpleasant.*

Educational Awareness Dimension

- . . . *identify the ability to write ideas as a requirement of a minister.*

Subject Matter Concepts

Language Arts

Writing Skills

Writing short stories

Reading

Reading for information, other purposes

Preplanning Suggestions

Materials for writing a class chart story or individual chart stories
Materials for mimeographing individual stories

WRITE IT NOW

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

Some skills can be transferred from one job to another.

Coping Behaviors

Clergy are probably most commonly thought of as ministering to a congregation. The image that arises is one of church attendance with a sermon by the minister. This is only one of his many tasks, but a very important one because it may be his only contact with many of his congregation.

. . . identify the ability to write ideas as a requirement of a minister. PPO

The minister must have the ability to express his thoughts clearly. Writing sermons is a task which requires a background of knowledge. Further, sermons must be written to reach all levels of people. Choice of topics may be left to the minister. The choice of topics may be suggested in a yearly outline submitted by the church organization.

Some children in the class will have had the experience of attending church services. Discuss with the group what it is that the group sees as the work of the clergy.

After a discussion, lead children into understanding the difficulty of preparing a sermon each week. Books of sermons are available. However, the sermons must be adapted to the style of the minister and the interests and needs of the congregation.

. . . describe a situation in his own life that required him to write a letter. PPO

Several activities can be developed depending on the level of the class. The basic idea is developing an article about a selected topic.

The individual worker determines which aspects of an occupation may be pleasant or unpleasant.

Career Information

Select a topic that is related to all children. The relationship may be only an awareness that such a thing exists. Suggestions for topics are: Fire Drills; Getting Along on the Playground; Meaning in The Three Bears; What is PTA?; Do You Really Listen?

... identify how having a sermon to write can be pleasant or unpleasant. PPO

Point out to children that the topic may not appeal to anyone, yet the writer must write it in such a way that the audience will listen. The congregation's reaction may reward the difficulty of writing. Have each child write one suggestion about something that should be included in the story. Use your own ideas of the way the suggestions should be written.

Several plans may be used. Divide the class in groups with about five in a group. Have each group develop a story or article by using each of the individual suggestions of the group members.

A different procedure would be to make a list of all suggestions. They could be written on a chalkboard or dittoed for use at the next class period. The group would look for duplicate ideas. Reduce the list eliminating duplicate ideas then write a chart story using all the suggestions.

Following either plan, the small group stories or the one chart story, help children learn to criticize the written materials. Look for: (1) Does the story really interest the class? (2) Are there too many different ideas? (3) Did you learn anything you didn't know? Add any other criticisms that have meaning for your class.

Some skills can be transferred
from one job to another.

Coping Behaviors

The mechanics of writing may be so difficult for this level that the chart story may be the only practical system.

Help children realize that ministers may need to do research for an article. The topic may not appeal to the minister either. The sermon must be written and presented on time.

. . . identify at least three jobs which require ability to write articles or speeches. PPO

Relate these ideas to other writers. Newspapers come out with regularity and articles must appear. Comic strips are not always funny, but they do appear regularly. Writers for television shows must have material ready on time. Some children will have parents or friends who must make out weekly or monthly reports. Certainly politicians must be able to write or have a "ghost writer." Stress the idea that communicating ideas in writing is common to many jobs.

The REACT page "Who Could Do It?" relates to the transfer of skills from one job to another. The choice of occupations for each picture leaves decisions for correct responses up to the child. Be sure to ask why a child made a particular response.

"What's in a Name?" requires selecting a title for a story. Discuss each title with the class to help children understand why "Many Things To Do" is the best. Each of the other titles suits only part of the story. Lead children to think of other titles that could be used.

CB/Level 2/10

"Who Could Do It?"

CB/Level 2/11

"What's in a Name?"

WHO COULD DO IT?

Who could do the work?

Ring the name of the workers.

Tell why.



painter
school child
father



nurseryman
school child
construction worker



minister
school child
reporter



music teacher
school child
mother

WHAT'S IN A NAME?

John Smith's father was a farmer. Mr. Smith knew about animals. He knew how to fix machines on the farm.

One day Mr. Smith said, "I want to stop working on a farm. I want to live in town." John didn't know what his father would do in town. He asked his mother what kind of work his father would do in town. Mrs. Smith said, "He could work in a pet store. He could work in a garage and repair machinery."

Joe asked his mother if she would work in town. Mrs. Smith said, "Yes, I will cook, and sew, and clean house for people who need help in their home."

Joe said, "Maybe I can be a paperboy. Or maybe I could run errands for people." Joe began to think it would be fun to live in a town.

The family would be very busy.

Ring the best title for the story.

A HAPPY DAY

MANY THINGS TO DO

ANIMALS ON A FARM

COOKING IS FUN

Can you think of a different title?

HOW TO SAY IT

Second Experience Level Activity

Performance Objectives

Coping Behaviors Dimension

- . . . identify two jobs that require speaking to groups of people.*

Career Information Dimension

- . . . demonstrate why a clergyman needs to have a good voice.*

Educational Awareness Dimension

- . . . describe how listening to a tape recording of one's own oral reading can affect change in oral reading skills.*

Subject Matter Concepts

Language Arts

Listening and Speaking

Talking and listening lessons

Reading

Reading for information, other purposes

Preplanning Suggestions

Simple materials for oral reading by children

Tape recorder or cassettes to record children's voices

HOW TO SAY IT

Ministers speak to people in a personal way and in a public way. Ministers must be able to relate to one person or to a large group. One skill needed is the ability to speak clearly and in a way that is effective at the moment.

Prepare or find a simple paragraph which can be easily read by all children in the class. A paragraph might be: "Mr. Jones, we are sorry you are leaving. This present is to thank you for all the help you gave us." A different paragraph might be: "The rain is really falling. I guess we can't go on the trip this afternoon." Encourage children to read the material to each other until each child is certain to know the words and can read fluently. The paragraph may be memorized through many readings. If this is the case, children can complete the rest of the activity by saying the words rather than reading.

After all children know the material, develop situations in which the child will read or say the paragraph. In one case have the child talk to one other child. In another situation have a child say the same words to the whole class.

... demonstrate why a clergyman needs to have a good voice.
PPO

Help children understand that voices are different when speaking to a group than in a one-to-one relationship even though words are the same. Posture is more of a factor when speaking to a group than to individuals.

"I like candy," can have many different voice inflections. Children can practice saying the words to represent a variety of feelings. "I like candy," can be said in response to a question

Occupations require special personal characteristics.

Career Information

Learning achievement depends upon effort and ability.

Educational Awareness

about favorite things. In a different way, "I like candy," can be said in defiance to someone who advocates doing without candy to keep teeth healthy.

Children can draw from their own experiences examples of how tone of voice or body posture means as much as words. Ask children to tell how they recognize when it is time to obey an authority. Young children may say, "When they use my whole name;" "When they say, this is the last time I am going to tell you;" or "When they start yelling."

Refer to the person in a job who is trying to help people. Lead children to draw some conclusions about the importance of the way one speaks to others as well as the words one speaks.

... describe how listening to a tape recording of one's own oral reading can affect change in oral reading skills.
PPO

Children enjoy listening to themselves on tapes. If a tape recorder is available, have children tape conversations they have. After the novelty of hearing themselves has worn off, encourage children to read aloud to the tape recorder then listen to the tapes to judge if the reading was well done. If changes need to be made, encourage children to discover their own needs.

The minister must also judge himself for effectiveness. His relationship with people will tell him something about his own effectiveness. The clergyman who finds an increased load of talking to groups and individuals can pretty well determine that he is doing a satisfactory job.

Some skills can be transferred from one job to another.

Coping Behaviors

... identify two jobs that require speaking to groups of people. PPO

Relate the job of the clergy to teachers, playground supervisors, or any other individuals who must work with groups and individuals. Do these individuals need to speak in such a way that one listens to them?

A story is told of a famous couple who frequently appeared together in public. To keep an appearance of interest and alertness the couple tried to look as though they were carrying on a conversation. The woman reported that at times no topic appeared and at such times the husband and wife simply said the alphabet to each other.

Children could find joy in role-playing situations using the alphabet or counting for conversation.

Have children practice emphasizing, or saying strongest, one word in a sentence to see how the meaning of a sentence changes.

Which way would you respond to someone who said he has the mumps?

No, you can't have them.

No, you can't have them.

(Stress the word that is underlined.)

Or have children say one word in different tones to show different feelings. Say, "Mother," to show love, to show embarrassment, and to show fear. Call a pet, "Here, Spot." Give a pet a bone, "Here, Spot."

Have children find sentences in their readers that can be changed in meaning simply by emphasizing different words or using different tones.

"It's How You Say It" is concerned with emphasizing words as one speaks or reads. Meaning of a sentence can change

if different words are stressed or if tone of voice changes. A picture matches each sentence. Each picture might be used several times but really fits one sentence best.

"What If?" provides an opportunity for children to visualize situations that would be ridiculous when the wrong word is used. Visual scrutiny of words is necessary if the sentences are to have any meaning.

CB/Level 2/12

"It's How You Say It"

CB/Level 2/13

"What If?"

IT'S HOW YOU SAY IT

Read the sentence.

Stress the word with the line under it.

Which picture matches each sentence best?

Write the numeral in the box.

1. I like my hat.

3. I like my new hat.

2. I like my new hat.

4. I like my new hat.

5. I like my new hat.



WHAT IF?

What if the person heard it this way?

The waitress thought they said "soap" instead of "soup."

The boy thought Mother said "Get a chair cut" instead of "Get a hair cut."

The grocer thought the woman said "mice" instead of "rice."

The clerk sent a "bat" instead of a "hat."

The father thought his son said he wanted a "log" instead of a "dog."

The sailor thought he heard "Get on the goat" instead of "Get on the boat."

(over)

Draw a picture for one sentence.

You make some funny sentences.

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EXECUTIVE SECRETARY
Second Experience Level Activity

Performance Objectives

Coping Behaviors Dimension

- . . . describe a situation where he helped another without letting anyone know.*
- . . . identify three occupations which require the ability to help people.*

Attitudes and Appreciations Dimension

- . . . tell about a time when one assumed responsibility for completing another person's task.*
- . . . compliment a classmate for a task well done.*

Subject Matter Concepts

Social Studies
Sociology-Anthropology
Membership in a group
Dependence upon others

Preplanning Suggestions

Materials for making class charts or lists of helpers

EXECUTIVE SECRETARY

Some skills can be transferred from one job to another.

Coping Behaviors

Work involves the acceptance of responsibility for a task.

Attitudes and Appreciations

Completion of a worthwhile task has value for the worker and for society.

Attitudes and Appreciations

Communities have organizations for many purposes. The most successful organizations usually have strong leadership.

In many organizations the executive secretary is a paid position. That person works with non-paid officers to provide leadership.

Clergy in a church are expected to know about the operation of each church committee. Members of the congregation provide volunteer leadership but the minister, using the utmost tact, must be able to fill in the omissions.

. . . describe a situation where he helped another without letting anyone know. PPO

. . . tell about a time when one assumed responsibility for completing another person's task. PPO

Children often are able to and willing to help others without being asked. Lead children into a discussion of times they saw a need and met it. Such situations might be bringing mother clean clothing for the baby before mother noticed she had forgotten it; picking up something that had been dropped on the floor by someone else; or putting a toy or book down for someone else to use.

Have children watch during the day for times they or others have been helpers in a quiet way. At rest time ask children to tell about someone else they observed being a helper.

. . . compliment a classmate for a task well done. PPO

Some skills can be transferred
from one occupation to another.

Coping Behaviors

If there are job tasks assigned in the room, discuss the responsibility for each job. Does the person passing out the drink get any kind of help from the other children? Does a smile or thank you make the task more pleasant?

What happens when someone doesn't get a drink because the worker miscounted? Does the forgotten one quietly get his own drink or, in a quiet way, tell the person with the job? Perhaps the forgotten one yells, "I didn't get my milk!" Which is really the easiest on the entire class?

Encourage children to recognize that the person who "backs up" everyone is the person who seems to be able to fit in many situations. The skill of getting along with others without need of personal attention is really a sign of maturity. Have children recall the times they have been at a church. Ask if they remember seeing the minister. Has he always been a leader or has he been a helper to others?

... identify three occupations which require the ability to help people. PPO

Make a list of other occupations which involve the helping attitude.

PERSONS IN HELPING JOBS

Teachers
Social Workers
Librarians
Parents
Secretaries
Nurses

The list could encompass almost any occupation.

The REACT page "Things to Do" is planned to help children develop understanding of responsibility. Any response could be correct. Discuss

each statement with the class. Lead children to point out tasks they now do that are similar to the ones in the statements. Point out how skills can be transferred from one situation to another.

"Clubs" will help children understand how many people are involved in helping others. Encourage children to list any other clubs and team leaders related to the school or the life of the child.

CB/Level 2/14

"Things To Do"

CB/Level 2/15

"Clubs"

THINGS TO DO

You are having a birthday party.

Who does the work?

Mark the best answer for your own party.

Plans the food

parent

child

parent and child

Buys the food

parent

child

parent and child

Plans the games

parent

child

parent and child

Serves the food

parent

child

parent and child

Washes the dishes after the party

parent

child

parent and child

Puts the house in order

parent

child

parent and child

CLUBS

Are there any clubs in your school?

Are there any clubs in your town?

Who makes plans for the clubs?

Find out. Write the names of the leaders.

Cub Scouts

Brownies

Girl Scouts

Boy Scouts

P.T.A.

Room mother

RELATED MATERIALS

- Adventures of the Lollipop Dragon (Sound Filmstrip) Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614, 1970.
- Beginning Responsibility: Doing Things for Ourselves in School (Film, Color 11-min.) Coronet Instructional Films, Coronet Building, 65 East South Water Street, Chicago, Illinois 60601, 1963.
- Beginning Responsibility: Rules at School (Film, Color, 11-min.) Coronet Instructional Films, Coronet Building, 65 East South Water Street, Chicago, Illinois 60601, 1964.
- Kingdom of Could Be You, The: Careers in Personal Services (Film, Color, 4-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611, 1973.
- Meet Martin Luther King, Jr. (Book) James DeKay. Random House, Inc., 457 Madison Avenue, New York, New York 10002, 1970.
- Such Is the Way of the World (Book) Benjamin Elkin. Parents Magazine Enterprises, Inc., 52 Vanderbilt Avenue, New York, New York 10017, 1968.
- To Church We Go (Book) Robbie Trent. Follett Publishing Company, 1010 West Washington Blvd., Chicago, Illinois 60607, 1964.
- What Do People Do All Day? (Book) Richard Scarry. Random House, Inc., 457 Madison Avenue, New York, New York 10022, 1968.
- What to Do about Upset Feelings (Film) Coronet Instructional Films, Coronet Building, 65 East South Water Street, Chicago, Illinois 60601, 1970.
- Why People Have Special Jobs (Film, Color, 7-min.) Learning Corporation of America, 711 Fifth Avenue, New York, New York 10022, 1972.

CLERGYMEN

The choice of the ministry, priesthood, or rabbinate as one's lifework involves considerations that do not influence, to the same degree, the selection of a career in most other occupations. When young people decide to become clergymen, they do so primarily because of their religious faith and their desire to help others. Nevertheless, it is important for them to know as much as possible about the profession and how to prepare for it, the kind of life it offers, and its needs for personnel. They also should understand that the civic, social, and recreational activities of clergymen are often influenced, and sometimes restricted, by the customs and attitudes of their community.

The number of clergymen needed is broadly related to the size and geographic distribution of the nation's population and participation in organized religious groups. These factors affect the number of churches and synagogues that are established and, thus, the number of pulpits to be filled. In addition to the clergy who serve congregations, many others teach in seminaries and other educational institutions, serve as missionaries, and perform various other duties.

Young people considering a career as a clergyman should seek the counsel of a religious leader of their faith to aid them in evaluating their qualifications for the profession. Besides a desire to serve the spiritual needs of others and to lead them in religious activities, clergymen need a broad background of knowledge and the ability to speak and write clearly. Emotional stability is necessary since a clergyman must be able to help others in times of stress. Furthermore, young people should know that clergymen are expected to be examples of high moral character.

The amount of income clergymen receive depends, to a great extent, on the size and financial status of the congregation they serve and usually is highest in large cities or in prosperous suburban areas. Earnings of clergymen, as of other professional groups, usually rise with increased experience and responsibility. Most Protestant churches and a number of Jewish congregations provide their spiritual leaders with housing. Roman Catholic priests ordinarily live in the rectory of a parish church or are provided lodging by the religious order to which they belong. Many clergymen receive allowances for transportation and other expenses necessary in their work. Clergymen receive gifts or fees for officiating at special ceremonies such as weddings and funerals. In some cases, these gifts or fees are an important source of additional income; however, they frequently are donated to charity by the clergymen. Some churches establish a uniform fee for these services which goes directly into the church treasury.

TRY IT THIS WAY

SECOND EXPERIENCE LEVEL INFUSION STRATEGY

CAREER DEVELOPMENT FOCUS: An individual's decisions affect himself and others.

OCCUPATIONAL FOCUS: Home Service Representative

ACTIVITIES IN THIS INFUSION STRATEGY

1. Asking About the Community
2. More or Less
3. I'll Show You How
4. Keeping a File



Teacher Goals

Teacher goals of this strategy combine a Decision Making Dimension subconcept with subconcepts from Attitudes and Appreciations, Career Information, and Educational Awareness, and subject matter concepts for the occupation of Home Service Representative. In this perspective the teacher's goals are to:

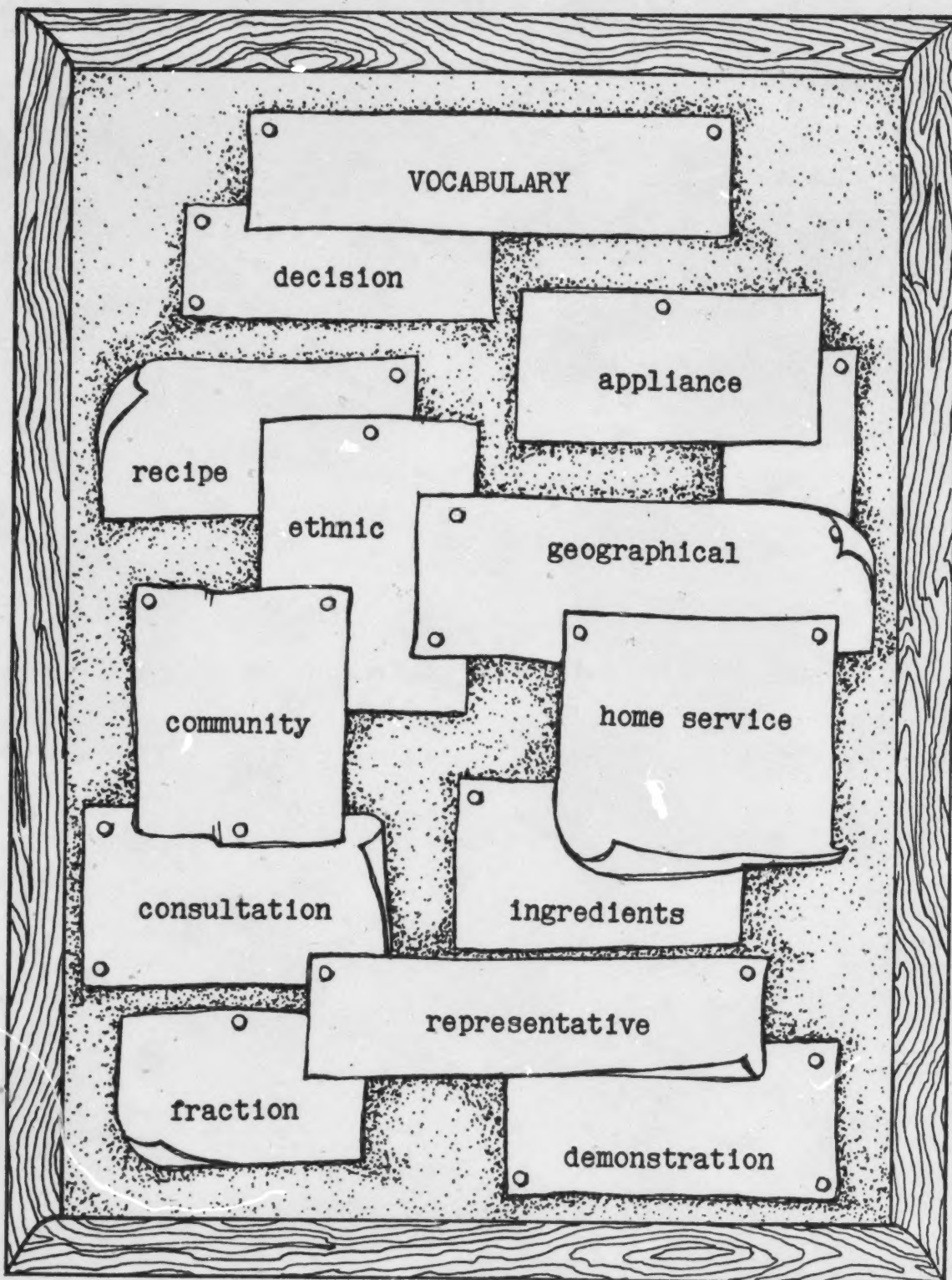
Provide situations in which a child can experience the effects of his choices upon himself and others.

Plan opportunities for pupils to develop responsibility for choosing and carrying out learning tasks.

Develop awareness of a home service representative's ability to help others complete tasks.

Develop mathematical skills needed by individuals in home services occupations.

Interest pupils in the interdependence of community workers.



ASKING ABOUT THE COMMUNITY
Second Experience Level Activity

Performance Objectives

Decision Making Dimension

- . . . *locate one school helper's work area and tell why that location might have been selected.*
- . . . *give an example of an individual's behavior in a group and the effect the behavior would have on the group activity.*

Attitudes and Appreciations Dimension

- . . . *describe the effect on others when a person fails to perform a task.*
- . . . *cite an example of a teacher or pupil complimenting a child for a task well done.*
- . . . *identify a contribution made to society by at least two different workers.*

Career Information Dimension

- . . . *state one geographical reason for the location of the office of the area's home service representative.*
- . . . *describe two work settings of a home service representative.*

Educational Awareness Dimension

- . . . *identify two skills or areas of knowledge used by a home service representative.*

Subject Matter Concepts

Social Studies

Economics

Community workers

Stores

Sociology-Anthropology

Community needs a variety of services.

Contacts with others is needed.

Geography

Needs differ according to climate and resources.

Language Arts

Listening and Speaking

Listening for information

Asking pertinent questions

Preplanning Suggestions

Contact home service representative for an interview.

Map or floor plan of school with service area locations

Audio-visuals, including books, for information about a home service representative

Materials for a chart record

City directory, telephone yellow pages, etc., for service representatives or workers

ASKING ABOUT THE COMMUNITY

Technological, economic, social, and political factors influence supply and demand of jobs.

Career Information

An individual's decisions affect himself and others.

Decision Making

An individual's decisions affect himself and others.

Decision Making

Plan an interview with the home service representative for the area. The local utilities company will supply information about how to contact the representative.

The interview should stress the variety of services the community requests of the home service representative.

. . . state one geographical reason for the location of the office of the area's home service representative. PPO

Children can learn the diverse needs of the community. Humans of all ages look for help from each other. The home service representative will be located within easy access of all people in the area to be served.

. . . locate one school helper's work area and tell why that location might have been selected. PPO

Help children discover that school helpers are situated for easy access to all pupils. The nurse, library, and food facilities of a school are usually selected so that the greatest number of people can be served easily. Discuss how the location of each area affects everyone in the school. Continue the discussion to include other decisions that involve school helpers.

. . . give an example of an individual's behavior in a group and the effect the behavior would have on the group activity. PPO

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

Lead children to express other ideas about how a decision by one person can affect many people. Classroom behavior is one subject which should be approached from a positive point of view. The child who is always alert and works hard is really helping everyone because he is not interfering with others in the class.

Let this discussion lead into suggested behavior during an interview in the classroom.

... identify two skills or areas of knowledge needed by a home service representative. PPO

Before the interview provide some background information about the work and education of the home service representative. Use library books, film strips, and the teacher material accompanying this infusion strategy.

Use this background material as a basis for planning the interview. Stress that questions should be related to community needs. Have the class prepare a list of questions or topics that relate to the local situation as well as the general area in which the home service representative is working.

Some suggested ideas are:

What service is demanded most often?

Do both men and women ask for advice and help?

What business firms in the community ask for your services?

Do you get paid by the office in the town?

To whom do you report what you do in your work?

Why is there a home service representative here?

Do other home service representatives do about what you do?

Work involves the acceptance
of responsibility for a task.

Attitudes and Appreciations

Completion of a worthwhile task
has value for the worker and
for society.

Attitudes and Appreciations

Would a community larger or
smaller require the same
kinds of help?

How do you learn about the
community?

Why does a company pay a home
service representative to
help people?

Send the questions to the person to
be interviewed along with arrange-
ments for the date and hour of the
interview.

Before the interview takes place,
discuss with the class how the ques-
tioning and recording will be handled
at the time of the interview.

*. . . describe the effect on
others when a person fails to
perform a task. PPO*

Lead the class to express the need
for many persons to be involved in
the interview. Help children de-
scribe the effect that a child's
absence from school might have if
that child is the only person in a
position of responsibility.

Lead children to discuss the commu-
nity's need for sharing responsibility.
Children can cite examples of what
might happen to specific local busi-
nesses if only one person is respon-
sible in each business. The school
and home can be discussed in terms
of shared responsibility.

At the time of the interview provide
support to children involved in the
interviewing technique. Make the
interview a successful experience.

*. . . cite an example of a
teacher or pupil complimenting
a child for a task well done. PPO*

Occupations have their own
work settings.

Career Information

Remember to teach by example. Comment on the success of the interview. Lead children to evaluate the best points of the interview to be used as guides in future interviews.

After the critique of the interview, develop a chart which lists the activities of the home service representative.

Appliance demonstrations in
stores
Talks to clubs
Consultation for home lighting
School demonstrations
Home calls
Distribution of recipes and
menus

... describe two work settings of a home service representative. PPO

Lead children to discuss the difference between working in one place all the time and working in many places. Children may be able to express their feelings about work settings when asked to perform a school task in a home setting or a home task in a school setting.

Lead a discussion concerning feelings of security in familiar settings.

Lead a discussion of the degree of security one feels in familiar settings versus the degree of insecurity one feels in unfamiliar settings.

Children who behave in a quiet comfortable way at home become self-conscious and noisy when asked to do the same activity in an unfamiliar setting. Parents are sometimes unable to explain the behavior of a child

Completion of a worthwhile task
has value for the worker and
for society.

Attitudes and Appreciations

when all that is really happening is
the changed environment.

Use the yellow pages of the telephone
directory, newspapers, and radio or
television commercials to determine
who else in the community provides a
service similar to any of the services
of the home service representative.
Lead children to draw conclusions
about why their community needs any
particular service and what services
would be needed by other communities.

*. . . identify a contribution
made to society by at least
two different workers. PPO*

Children can identify workers who
are essential to each child's well
being. Encourage attention to a
wide range of occupations. A list
of parent or family occupations might
be a starting point.

The accompanying REACT page allows
for some decision making on the part
of each individual child.

Help children determine which occu-
pations are essential to each com-
munity and which might be needed only
part of the time or not at all.

Encourage children to state a reason
for their responses. Encourage di-
versity of opinion if the reasoning
leading to the opinion is sound.

How do the decisions these workers
make affect the life of the community?
How do the decisions these workers
make affect their own lives?

DM/Level 2/1

"Which Ones Are Needed?"

WHICH ONES ARE NEEDED?

Mark the pictures of the workers who are needed in every town.



fireman



clown



doctor



scientist



mailman



grocer

Think of two workers who are needed and one worker who is not needed in every town.

Draw a picture of the worker.

Write the name of the occupation.

Needed	Needed
<u>Not</u> Needed	

MORE OR LESS

Second Experience Level Activity

Performance Objectives

Decision Making Dimension

- . . . report his own feeling of enjoyment or displeasure when he learns the result of his response to a problem.

Educational Awareness Dimension

- . . . cite one example of a mathematical skill used by a home service representative.

Subject Matter Concepts

Mathematics

Facts and Operations
Concept of one-half
Products through eighteen
Problem Solving
One-step problems

Language Arts

Reading
Reading for information

Preplanning Suggestions

Simple recipe in which amounts are easily converted
Interview with the school cook to be made with a group or in the class (In some communities parents participate in organizations which plan large suppers or cater for large groups.)

MORE OR LESS

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

An individual's decisions affect himself and others.

Decision Making

Choose a very simple recipe in which the amount of ingredients can be easily changed.

... cite one example of a mathematical skill used by a home service representative. PPO

Remind pupils that the home service representative provides information about quantity cooking. That involves being able to adjust amounts in recipes. Use any multiple or fraction which is being developed to demonstrate how a recipe could be changed.

Help children rewrite recipes in either larger or smaller quantities. Follow this by having children select recipes and decide whether it is practical to put in one-half or one-third or any other chosen fraction.

... report his own feeling of enjoyment or displeasure when he learns the result of his response to a problem. PPO

Encourage children to discuss why they arrived at the amount of change they considered practical. Any recipe with one egg would be difficult to cut. Some recipes have quantities that are not practical to use at this grade level.

This activity could be used with homemakers or cooks who are involved with quantity cooking. Other related occupational areas would be those where ordering of supplies is necessary.

The accompanying REACT page presents a simple cookie recipe. Children

can read and discuss the difficulties in following directions. An additional worksheet provides space for halving or doubling the recipe.

DM/Level 2/2

"Cookies, Cookies, Cookies"

COOKIES, COOKIES, COOKIES



120 Cookies

- 1 cup brown sugar
- 1 cup white sugar
- 1 cup butter 
- 2 eggs 
- 2 cups peanut butter
- 1 teaspoon salt
- 1 teaspoon soda 
- 3 cups flour
- 1 teaspoon vanilla

240 Cookies

- _____ cup brown sugar
- _____ cup white sugar
- _____ cup butter
- _____ eggs
- _____ cups peanut butter
- _____ teaspoon salt
- _____ teaspoon soda
- _____ cups flour
- _____ teaspoon vanilla

60 Cookies

- _____ cup brown sugar
- _____ cup white sugar
- _____ cup butter
- _____ eggs
- _____ cups peanut butter
- _____ teaspoon salt
- _____ teaspoon soda
- _____ cups flour
- _____ teaspoon vanilla

180 Cookies

- _____ cup brown sugar
- _____ cup white sugar
- _____ cup butter
- _____ eggs
- _____ cups peanut butter
- _____ teaspoon salt
- _____ teaspoon soda
- _____ cups flour
- _____ teaspoon vanilla

I'LL SHOW YOU HOW
Second Experience Level Activity

Performance Objectives

Decision Making Dimension

- . . . *name one new toy or game he chose and tell if he was pleased or displeased with the choice.*

Attitudes and Appreciations Dimension

- . . . *cite an appliance that would be suitable for men or women.*

Educational Awareness Dimension

- . . . *name one appliance now available that is new or different to the child.*

Subject Matter Concepts

Language Arts

Speaking and Listening
Asking pertinent questions
Listening to details
Choosing right word meaning
Grammar and Usage
Spelling

Social Studies

Economics
Stores
Sociology-Anthropology
Community reflects
assumptions and values.

Science

Physics
Force moves things.

Preplanning Suggestions

Materials to compile a list of home appliances. Catalogs might be used to picture appliances.
Toys, appliances, tools, etc., to be brought by children for demonstration

I'LL SHOW YOU HOW

A great many tasks can be performed by men or women.

Attitudes and Appreciations

Demonstrating an appliance in an adequate way requires preparation. Recall with the class that demonstrating the use and care of appliances is one job of a home service representative.

Help the class compile a list of home appliances that are familiar or are used in most homes. Include power tools as well as television, radio, mixers, and other kitchen appliances.

Compile a parallel list of places in the community where such appliances might be available.

. . . cite an appliance that would be suitable for men or women. PPO

Discuss who can use a specific appliance. Safety would be one factor in limiting the use of an appliance to adults. The size of the appliance could prevent children from reaching controls.

Cite examples in the home of appliances that both women and men use. Televisions, toasters, washers, power mowers, and many other modern day appliances are used without any distinction between sexes.

Discuss with pupils which appliances each child has used successfully. Include the idea of the kind of power needed to operate the appliance. Help children express the idea that new appliances are frequently on the market and learning to use them might be difficult.

. . . name one appliance now available that is new or different to the child. PPO

Learning is a lifelong process.

Educational Awareness

An individual's decisions affect himself and others.

Decision Making

Children watch television, which presents most new products for the home. Some presentations point out the differences and similarities between appliances.

... name one new toy or game he chose and tell if he was pleased or displeased with the choice. PPO

Ask children to tell what new kinds of play things are available. Help each child recall something that had to be learned before the toy could be used to best advantage.

Lead children to express their pleasure or unhappiness when a new toy they asked for did or did not live up to expectations. Determine if knowing how to use a toy makes having the toy more fun.

Suggest that each child select for demonstration some appliance, tool, or toy of his own. Provide several objects in the room which can be demonstrated by children who have nothing available from home. Guide the class in establishing a few essentials for a good demonstration.

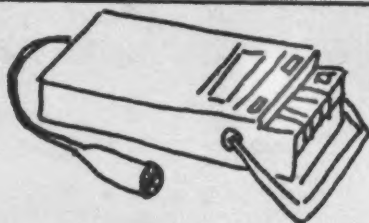
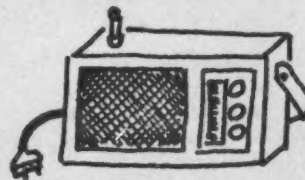
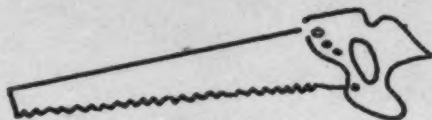
The REACT pages are related to the appliances used in many homes. Children could use these pages independently or the pages could be used as a group activity.

DM/Level 2/3

"What Appliances to Use"

WHAT APPLIANCES TO USE

Write below each picture the name of the appliance.



Fill in the missing word in each sentence. Appliance names are at the bottom of the page. The letters in the words are out of order. If you have trouble, look at the page with the pictures of the appliances.

To cut a log
use a _____

To shave
use a _____

To mix a cake
use a _____

To scrub the teeth
use a _____

To cut the grass
use a _____

To listen
use a _____

To listen and watch
use a _____

To keep a record
use a _____

wormwalen

ventiloise

zarro

dairo

rimex

teap dreercor

shootburth

swa

KEEPING A FILE

Second Experience Level Activity

Performance Objectives

Decision Making Dimension

- . . . participate in a class discussion of how the food selected for a meal can affect the enjoyment of the meal.*
- . . . name one way a group can arrive at a decision.*

Educational Awareness Dimension

- . . . identify at least one fact or skill needed by a home service representative that could be learned at home or at school.*
- . . . cite an example of a change in technology, science, or the environment that required a home service representative to add new knowledge or skill.*

Subject Matter Concepts

Language Arts

Grammar and Usage
Proper forms and usage
Building sentences about
cause or condition

Science

Scientific Method
Categorizations

Social Studies

Sociology-Anthropology
Technology produces
changes in ways of
living.
Religious and cultural
diversity

Preplanning Suggestions

Materials for making small signs for meal courses
Box to be used as a recipe file; a notebook might be used rather
than a file box.
A variety of cookbooks

KEEPING A FILE

An individual's decisions affect himself and others.

Decision Making

Career-oriented learning may take place in school or out of school.

Educational Awareness

Suggest that class members write the name of a favorite food served in their homes. Children might wish to make an illustration of the food or the way it is served.

Employ the sharing activity most suited to the class to discuss the foods suggested.

. . . participate in a class discussion of how the food selected for a meal can affect the enjoyment of the meal. PPO

Elicit information about who chooses the foods served at home. Continue by asking what occurs when a new dish or food is served or when a child will not eat a food.

Suggest that children establish categories for their foods. Many different arrangements are possible. The most common would probably be: meat, vegetable, salad, dessert. After categories are determined, have children group themselves according to their suggested food.

Meat

Dessert

Vegetables

Salad

. . . identify at least one fact or skill needed by a home service representative that could be learned at home or at school. PPO

An individual's decisions affect himself and others.

Decision Making

Learning is a lifelong process.

Educational Awareness

Children may not know the specific ingredients of their suggested dish. However, each child should know in which general category his suggested dish falls. After children are grouped into general categories, ask them to compare their foods within each category.

Elicit the information that within each category there could be many sub-categories. Encourage each group to arrive at a decision about whether sub-grouping is needed.

. . . name one way a group can arrive at a decision. PPO

Encourage each group to solve its own problem in its own style. When categorizing has been completed, record the decisions of the group. Suggest that each child bring a copy of the recipe or way to prepare the suggested food. Plan to have a notebook or file box in the classroom for the recipes. Provide standard sized paper or cards for each recipe.

. . . cite an example of a change in technology, science, or the environment that required the home service representative to add new knowledge or skill. PPO

Some recipes are handed down in families; others are from old cookbooks and may have incomplete information by current cookbook standards. Point out that modern electronic ovens cook differently than standard gas and electric ovens. Freezing has taken the place of home canning in many instances. Help children identify other changes. Help children feel pride in any family or ethnic recipes that are contributed.

Have cookbooks available for children who might not have any opportunity to bring a recipe.

The REACT page provides an opportunity for each child to express his own feelings. Discuss the page and emphasize that there are no "right answers." Encourage children to mark the answer that really represents a true feeling.

Discuss the page with individuals or a group. Be sure to accept a child's response.

DM/Level 1/4

"Making a Choice"

MAKING A CHOICE

Would you rather?

Ring the sentence you choose.

Tell why.

Play a game you play well

or

Learn to play a new game

Play a game you play poorly

or

Learn to play a new game

Would you rather?

Wear old clothes

when you go
to school

when you go visit-
ing with grownups

Wear new clothes

when you go
to school

when you go visit-
ing with grownups

Eat food you have
eaten before

at home

when you are
visiting

Eat food you have
never had

at home

when you are
visiting

RELATED MATERIALS

Adventures of the Lollipop Dragon (Sound Filmstrip) Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614, 1970.

Amelia Bedelia (Book) Peggy Parish. Harper & Row, 49 East 33rd Street, New York, New York 10016, 1963.

Beginning Responsibility: Being On Time (Film, Color, 11-min.) Coronet Instructional Films, Coronet Building, 65 East South Water Street, Chicago, Illinois 60601, 1969.

Come to Work With Us (Books) Sextant Systems, Inc., 3048 North 34th Street, Milwaukee, Wisconsin 53210, 1970.

Consideration for Others (Sound Filmstrip) Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

Food and Food Helpers (Multi-Media Kit) Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614, 1970.

Helping Is a Good Thing (Record) Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614, 1970.

The Kingdom of Could Be You: Careers in Consumer Services (Film, Color, 4-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611.

Let's Find Out About Tools (Book) Eleanor Wiesensthal. F. Franklin Watts, Inc., 575 Lexington Avenue, New York, New York 10022, 1969.

My Learn to Sew Book (Book) Janet Barber. Western Publishing Co., 850 Third Avenue, New York, New York 10022, 1971.

Why People Have Special Jobs (Film, Color, 7-min.) Learning Corporation of America, 711 Fifth Avenue, New York, New York 10022, 1972.

HOME ECONOMISTS

Private business firms and trade associations employ home economists to promote the development, use, and care of specific home products. These home economists may study and test products; prepare advertisements and booklets with instructional materials; plan, prepare, and present programs for radio and television; serve as consultants; give lectures and demonstrations before the public; and conduct classes for such workers as salesmen and appliance servicemen. They also may study consumer needs and help manufacturers translate these needs into useful products.

Home economists employed by utility companies often give advice on household problems, in addition to describing the operation and benefits of products and services. Home economists employed by manufacturers of kitchen and laundry equipment may work with engineers on product development. Those engaged in communications work for magazines, newspapers, radio and television stations, advertising and public relations agencies, trade associations, and other organizations. They usually prepare articles, advertisements, and speeches about home products and services. Their work may include product testing and analysis and the study of consumer buying habits. Still other home economists work for dress-pattern companies, department stores, interior design studios, and other business firms that design, manufacture, and sell products for the home. A small number of home economists are employed in financial institutions, giving customers advice on spending, saving, and budgeting.

Although home economics is generally considered a woman's field, a growing number of men are employed in home economics positions. Most men specialize in foods and institution management, though some are in the family relations and child development field, applied arts, and other areas.

A master's or doctor's degree is required for college teaching, for research and supervisory positions, for work as an extension specialist or supervisor, and for some jobs in the nutrition field.

The undergraduate curriculum in home economics gives students a strong background in science and liberal arts and also includes courses in each of the areas of home economics. Students majoring in home economics may specialize in various subject matter areas. Advanced courses in chemistry and nutrition are important for work in foods and nutrition; science and statistics for research work; and journalism for advertising, public relations work, and all other work in the communications field.

Home economists must be able to work with people of various living standards and backgrounds and should have a capacity for leadership, including an ability to inspire cooperation. Good grooming, poise, and an interest in people also are essential, particularly when dealing with the public.

Home economists are expected to have very good employment opportunities through the 1970's. Many business establishments are becoming increasingly aware of the contributions that can be made by professionally trained home economists and probably will hire more of them to promote home products and to

act as consultants to customers. The increased national focus on the needs of low-income families may also increase the demand for home economists. In addition, the need for more home economists in research is expected to increase because of the continued interest in improving home products and services.

Many home economists work a regular 40-hour week or less. Those in teaching and extension positions, however, frequently work longer hours as they are expected to be available for evening lectures, demonstrations, and other work falling outside the regularly scheduled hours. Most home economists receive fringe benefits, such as paid vacation, sick leave, retirement pay, and insurance benefits.

Adapted from: Occupational Outlook Handbook, 1970-71 edition.
U. S. Department of Labor, Washington, D. C.
pp. 225-228.

MORE POWER TO YOU

SECOND EXPERIENCE LEVEL INFUSION STRATEGY

CAREER DEVELOPMENT FOCUS: An individual should consider alternative ways to reach a given goal.

OCCUPATIONAL FOCUS: Electrician



ACTIVITIES

IN THIS INFUSION STRATEGY

1. Completing a Circuit
2. Read All About It
3. What is a Conductor?
4. Make a Chart
5. Planning Ahead

Teacher Goals

Teacher goals of this strategy combine a Decision Making Dimension subconcept with subconcepts from Attitudes and Appreciations, Career Information, and Educational Awareness, and subject matter concepts for the occupation of Electrician. In this perspective the teacher's goals are to:

Plan science activities which provide opportunities to develop understanding of career development dimensions.

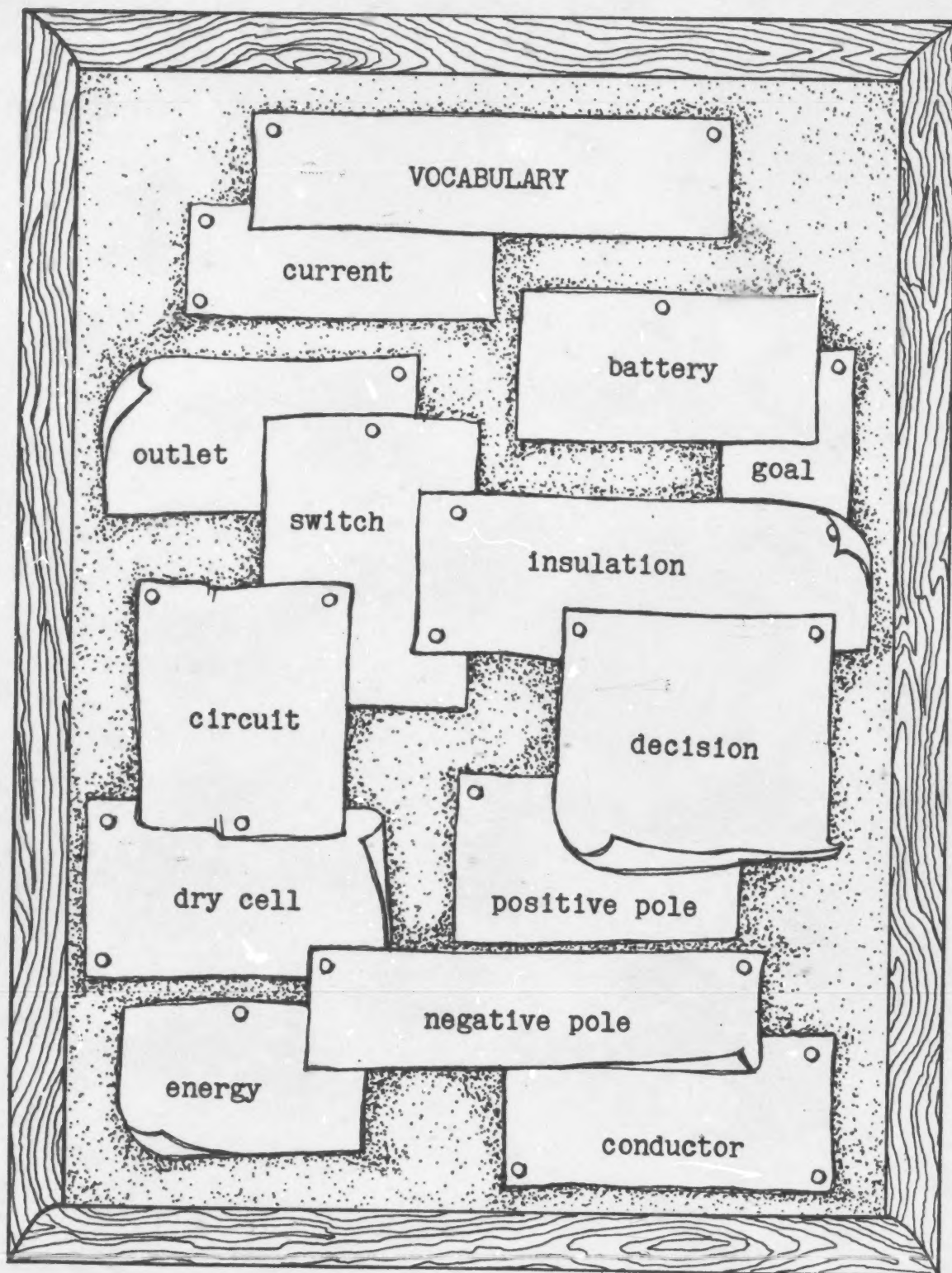
Help children develop understanding of concepts of electricity which are presented in the ongoing science program of the school.

Help children become aware of the role of an electrician and his contribution to their individual situation.

Encourage individuals to become aware of the many projects and businesses in the community which have used the services of an electrician.

Develop with children an inquiring attitude toward the relevance of formal education to the work of an electrician.

Help pupils predict problems which might be encountered in reaching a simple group goal.



COMPLETING A CIRCUIT

Second Experience Level Activity

Performance Objectives

Decision Making Dimension

- . . . describe at least two different ways he tried to reach a particular goal.*
- . . . point out two different ways to carry out a particular school activity.*

Attitudes and Appreciations Dimension

- . . . cite an example of one's own contribution to a class endeavor.*

Career Information Dimension

- . . . name three kinds of tools or equipment used by an electrician.*
- . . . name a worker in an occupation, different than an electrician, who uses one tool an electrician uses.*
- . . . describe at least one physical skill needed by an electrician.*
- . . . identify three-fourths of the vocabulary terms used in studying the occupation of the electrician.*

Educational Awareness Dimension

- . . . identify one skill or knowledge every worker should have.*
- . . . name one skill or knowledge about electricity learned at school.*
- . . . repeat alone or with others at least one science activity which has been introduced.*

Subject Matter Concepts

Science
Physics

Electricity moves through a conductor in a circuit.

Preplanning Suggestions

Have in the room $1\frac{1}{2}$ volt dry cells, demonstration sockets and bulbs, pliers, insulated wire, small screwdrivers.

Audio-visual materials about electricity and electricians

Materials for class vocabulary charts

COMPLETING A CIRCUIT

An individual should consider alternative ways to reach a given goal.

Decision Making

Occupations require the use of specific materials and equipment.

Career Information

Occupations require the use of specific materials and equipment.

Career Information

Ask the class if anyone knows what the words "completing a circuit" mean. Discuss how the children could find out. Elicit suggestions for looking in a book, seeing a film or filmstrip, or asking someone.

... describe at least two different ways he tried to reach a particular goal. PPO

As children suggest ways to solve the problem, ask individuals how each of them have solved problems for themselves. Discuss whether one can always find a solution on the first try and how one should decide if information is accurate.

Put on display a 1½ volt dry cell, a demonstration socket and bulb, pieces of insulated wire, pliers, scissors, and a screwdriver.



... name three kinds of tools or equipment used by an electrician. PPO

Say the names of the items or ask children to name them. Ask what worker uses this equipment in his occupation?

... name a worker in an occupation, different than an electrician, who uses one tool an electrician uses. PPO

An individual should consider alternative ways to reach a given goal.

Decision Making

Occupations require special aptitudes.

Career Information

Ask for suggestions about using the tools and equipment. Some children may be familiar with the experiment or have ideas about how to use the components.

As the experiment progresses, include children in each step. It may be necessary to help children remove insulation from ends of the pieces of wire. Make suggestions which lead children to success.

. . . point out two different ways to carry out a particular school activity. PPO

Use the term "insulation." Discuss safety factors in cutting and removing insulation. Ask for suggestions about different ways to remove the insulation. Encourage children to tell what similar situations they have encountered and how the situations were resolved.

Lead children to suggest putting the wires around the poles of the battery and the screws of the socket. Elicit information that the wires must be bent. Help bend the wires if children have difficulty.

. . . describe at least one physical skill needed by an electrician. PPO

Encourage children to secure the wires tightly. If the wires are not secured, the path or circuit will not be completed. If the bulb does not light, have the children check to see if each wire is connected and securely fastened.

As this is being done, ask children which tools seem most helpful.

Work involves the acceptance of responsibility for a task.

Attitudes and Appreciations

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

Career-oriented learning may take place in school or out of school.

Educational Awareness

Occupations have their own vocabularies.

Career Information

. . . cite an example of one's own contribution to a class endeavor. PPO

When the circuit is completed and the bulb lights, help children realize that each person who worked on the experiment had a responsibility for doing his work.

. . . identify one skill or knowledge every worker should have. PPO

Remind children that an electrician needs to be careful about each detail of his work. He must be careful to see that each thing he does is done correctly and well. Help children generalize that all workers have the same responsibility to complete tasks carefully. Watch how children use tools. Help them hold the tools properly so they will be successful.

Every worker needs to understand how to use his tools in order to use them effectively.

. . . name one skill or knowledge about electricity learned at school. PPO

Lead children to explain that electricity is flowing from one pole of the dry cell through the wires and bulb back to the other terminal of the dry cell. Electricity flows when there is a completed path of circuit.

. . . identify three-fourths of the vocabulary terms used in studying the occupation of the electrician. PPO

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

Experiment by releasing one end of either wire. Have children explain that the circuit has been disrupted or broken. Emphasize the terms, "circuit," "broken circuit," "insulation," "pole," and "wire."

Have children dismantle the experiment so it can be repeated.

. . . repeat alone or with others at least one science activity which has been introduced. PPO

The accompanying REACT page is planned to help children think of alternative ways to get information before making a decision. Use of the page will depend on the teacher's decisions about the needs of individuals. Suggestions are for a general class discussion, then either individualized work, or independent small group work, or individualized development. There are many correct responses depending on the reasoning used by the responder.

DM/Level 2/5

"Ways to Find Out"



WAYS TO FIND OUT



ALL ABOUT
ELECTRICITY

watch a movie



watch an
electrician at work

Name or draw ways to find out about what electricians do.

READ ALL ABOUT IT
Second Experience Level Activity

Performance Objectives

Decision Making Dimension

- . . . point out two different ways to develop a classroom library.*
- . . . predict two courses that a character in a story might take to reach a goal.*

Career Information Dimension

- . . . name at least one risk electricians encounter as they work.*

Educational Awareness Dimension

- . . . name one way an electrician can learn the special knowledge he needs.*

Subject Matter Concepts

Language Arts
Reading

Making judgments of stories, characters
Reading for information, other purposes

Preplanning Suggestions

Classroom library of materials about electricity and electricians
Area in the classroom for a special library collection

READ ALL ABOUT IT

An individual should consider alternative ways to reach a given goal.

Decision Making

Career-oriented learning may take place in school or out of school.

Educational Awareness

The individual worker determines which aspects of an occupation may be pleasant or unpleasant.

Career Information

An individual should consider alternative ways to reach a given goal.

Decision Making

Have volunteers develop a classroom library with many kinds of books about electricity and electricians.

. . . point out two different ways to develop a classroom library. PPO

Help children understand that they must plan how to divide labor in choosing books and setting up the library. Discuss problems which may arise from too many people. Elicit several plans for completing the activity.

Plan ways to move the materials from the library to the room with the least amount of disturbance to others.

. . . name one way an electrician can learn the special knowledge he needs. PPO

. . . name at least one risk electricians encounter as they work. PPO

Book reports could be presented by any member of the class. Everyone should be encouraged to read aloud from these books to the class.

. . . predict two courses that a character in a story might take to reach a goal. PPO

As children give the book reports, ask how characters chose to resolve a difficulty in order to reach a goal. Ask if there could have been other solutions. As you read aloud

to the class, lead children to understand that they should think of possible solutions to enable a character to reach a goal.

Developing a library about electricians involves cooperative decision making to achieve a common goal. The accompanying REACT page presents a problem situation for cooperative action. The page can be used in many ways. Teachers will need to make the decision about which way is best suited to individuals in the group.

DM/Level 2/6

"More Than One Way"

MORE THAN ONE WAY



BOYS, I NEED MORE BRICKS



1 will load

1 will pull

1 will unload

Tell a different way

WHAT IS A CONDUCTOR?

Second Experience Level Activity

Performance Objectives

Decision Making Dimension

. . . *experiment with changing one procedure or rule of an activity.*

Educational Awareness Dimension

. . . *cite a knowledge or skill needed to conduct the experiment about conductors.*

Subject Matter Concepts

Science

Physics

Electricity moves through a conductor in a circuit.

Scientific Method

Investigative and evaluative techniques vary.

Preplanning Suggestions

Dry cell batteries, demonstration sockets and bulbs (See "Completing a Circuit.")

Many kinds of small objects to be used in an experiment about conductors: felt, pins, paper, paper clips, cloth, etc.

WHAT IS A CONDUCTOR?

An individual should consider alternative ways to reach a given goal.

Decision Making

Learning achievement depends on effort and ability.

Educational Awareness

Have the experiment for completing a circuit repeated.

Have a child remove an end of one wire from one of the screws on the socket and attach a third wire to that screw.



Hold a paper clip between the ends of the loose wires. Ask why the bulb lighted. Continue by having the children use a variety of objects between the ends of the wires.

. . . experiment with changing one procedure or rule of an activity. PPO

Encourage individuals to try a variety of objects. Watch for children who continually select what has already been tried and "worked." Help these children understand that the important part of the experiment is being willing to try something new and different.

Introduce the term "conductor." Lead children to a definition of the term. A conductor transmits electricity.

. . . cite a knowledge or skill needed to conduct the experiment about conductors. PPO

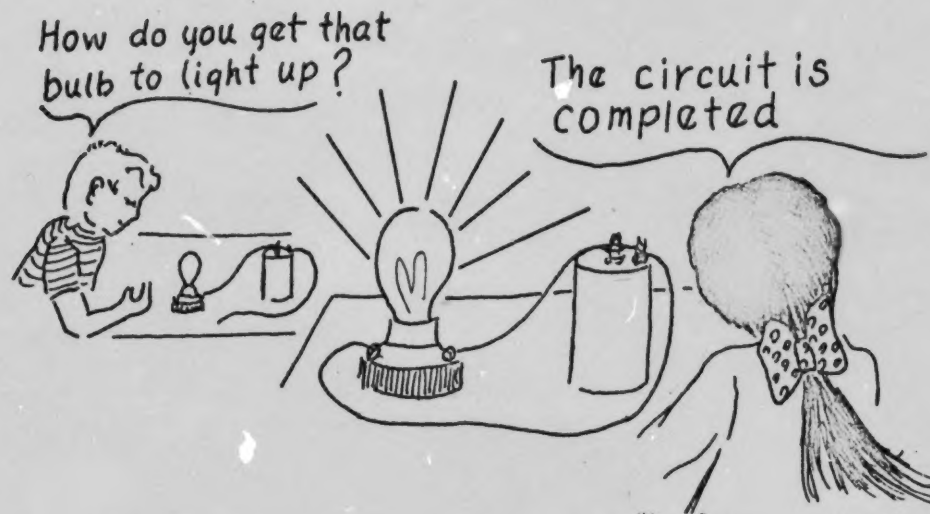
Help children understand why the term "conductor" has more meaning now than it would have had before the experiment was made. Lead to the idea that one fact is needed before learning another.

The REACT page presents the idea that certain learnings are needed before new experiences are developed. Choices on the REACT page need to be discussed to help children develop ability to see pertinent relationships.

DM/Level 2/7

"What Happens Before?"

WHAT HAPPENS BEFORE?



Ring the best answer.

Before you test for a conductor you need to know:

What a conductor does

How conductor is spelled

Before you can make a telephone call you need to know:

How to spell your name

How to read numerals

Before you play a game you need to know:

Who made the game

Rules of the game

MAKE A CHART

Second Experience Level Activity

Performance Objectives

Decision Making Dimension

- . . . discuss possible difficulties that may arise in developing a tool chart for the class.*
- . . . describe a satisfactory solution used when confronted with a similar problem.*

Career Information Dimension

- . . . from pictures or a collection of a wide variety of tools and equipment from many occupations, identify three-fourths of the tools and special equipment used by electricians.*

Subject Matter Concepts

Social Studies
Economics
Community workers

Preplanning Suggestions

Catalogs and magazines of tools and equipment used by many kinds of workers

Materials to develop a chart of tools and vocabulary

Kinds of tools used by many community workers

MAKE A CHART

Occupations require the use of specific materials and equipment.

Career Information

Provide catalogs and magazines in which pictures of tools and equipment used by workers can be found. Have a chart made with pictures and the name of the item.

. . . from pictures or a collection of a wide variety of tools and equipment from many occupations, identify three-fourths of the tools and special equipment used by an electrician. PPO

An individual should consider alternative ways to reach a given goal.

Decision Making

As pictures of tools and equipment are added to a chart help children identify occupations in which the items are used. At some time in the study, separate charts could be developed for a variety of occupations.

. . . discuss possible difficulties that may arise in developing a tool chart for the class. PPO

An individual should consider alternative ways to reach a given goal.

Decision Making

As a continuing activity have children develop the chart. Help them understand that many children may choose the same pictures. Predict problems that may result if everyone mounts pictures they select.

. . . describe a satisfactory solution used when confronted with a similar problem. PPO

Help children arrive at a workable solution to the problem.

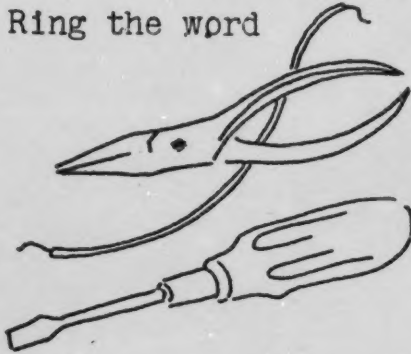
Workers may have highly individualized tools to use for their occupation while also using tools common to all occupations. The accompanying REACT page provides an opportunity for children to identify tools or special equipment used by community workers.

DM/Level 2/8

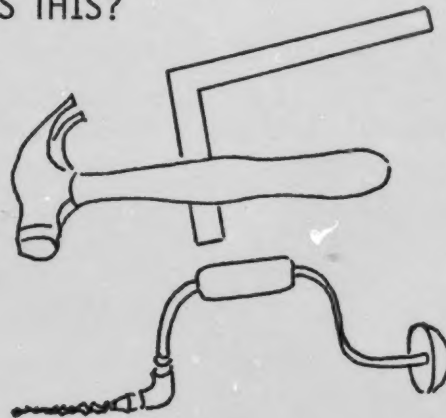
"Who Needs This?"

WHO NEEDS THIS?

Ring the word

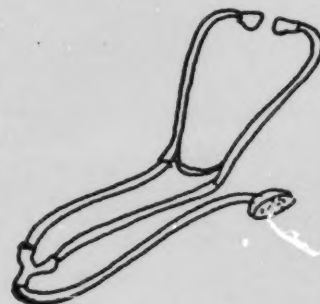
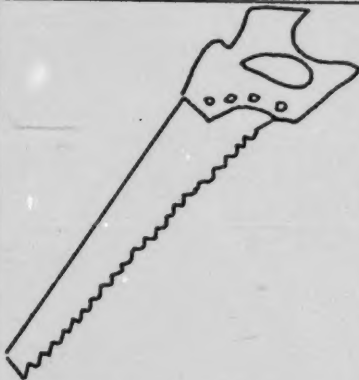


Painter
Electrician



Carpenter
Electrician

Write the title of the worker
who would use the tool.



PLANNING AHEAD

Second Experience Level Activity

Performance Objectives

Decision Making Dimension

- . . . identify two different plans for placement of electrical outlets in a specified area.*

Attitudes and Appreciations Dimension

- . . . name at least three different ways electricity is used by the pupil and his family.*
- . . . explain why an electrician might need to control his own working time.*

Subject Matter Concepts

Mathematics
Measurement
Time

Social Studies
Economics
Community workers

Preplanning Suggestions

Cardboard box or boxes to represent rooms in a home
Contact an electrician for an interview about planning the wiring for a home.
Pictures from magazines of switches and electrical appliances which might be used in different rooms of a home

PLANNING AHEAD

An individual should consider alternative ways to reach a given goal.

Decision Making

Specialized occupations result in an interdependent society.

Attitudes and Appreciations

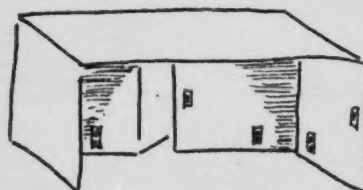
Most occupations include common expectations, such as punctuality, dependability, and avoidance of excessive absence.

Attitudes and Appreciations

Provide a sturdy cardboard box from which one side has been cut. Use this as an example of one room in a house. Have children suggest where and give the reason why electrical outlets would be needed.

... identify two different plans for placement of electrical outlets in a specified area. PPO

Many arrangements are possible. Lead children to one general agreement or provide enough boxes to allow for several plans. Mark the places children select. Include switches, ceiling fixtures, and wall outlets.



... name at least three different ways electricity is used by the pupil and his family. PPO

Dramatize an interview a prospective client would have with an electrician to discuss making arrangements for planning the wiring of a house.

... explain why an electrician might need to control his own working time. PPO

Listen to questions and replies to learn what information about electricity or electricians is needed or what information is known. Stress

with the class setting up an appointment time convenient for both parties for the meeting. Lead children to show what would happen if one person is late.

The REACT page accompanying the class activity emphasizes the need to plan and thus the need to know how to tell time. The page can be used for discussion and for individual work. The convenience of others must be included as well as specific time by the clock.

DM/Level 2/9

"When You Do It"

WHEN YOU DO IT

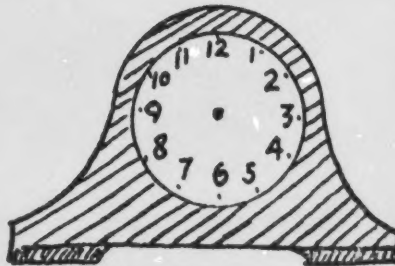
I get up



I go to school



I come home



I eat supper



I go to bed



When do you have time free for your own plans?

Before school

Before bed time

After school

587

RELATED MATERIALS

- Adventures of the Lollipop Dragon (Sound Filmstrip) Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614, 1970.
- Developing Understanding of Self and Others (Multi-Media Kit) American Guidance Services, Publishers' Building, Circle Pines, Minnesota 55014, 1970.
- Economics: Workers Who Build Houses (Film) Bailey Film Associates, 2211 Michigan Avenue, Santa Monica, California 90404, 1972.
- Girls Can Be Anything (Book) Norma Klein. E. P. Dutton and Company, Inc., 201 Park Avenue South, New York, New York 10003, 1973.
- The Kingdom of Could Be You: Careers in Construction (Film, Color, 4-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611.
- Let's Find Out About Tools (Book) Eleanor Wiesenthal. F. Franklin Watts, Inc., 575 Lexington Avenue, New York, New York 10022, 1969.
- Our Community Utilities (Sound Filmstrip) Coronet Instructional Films, Coronet Building, 65 East South Water Street, Chicago, Illinois 60601, 1972.
- People Who Work in Factories, People Who Work in Offices, People Who Work in Stores (Films, Color, 11-min. each) Coronet Instructional Films, Coronet Building, 65 East South Water Street, Chicago, Illinois 60601, 1972.
- Safety With Electricity (Film) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611, 1962.
- Wonderful World of Work (Filmstrip) Denoyer-Geppert, 5235 Ravenswood Avenue, Chicago, Illinois 60640, 1971.

ELECTRICIAN

Construction electricians lay out, assemble, install, and test electrical fixtures, apparatus, and wiring used in electrical systems. These systems provide heat, light, power, air conditioning, and refrigeration in residences, office buildings, factories, hospitals, schools, and other structures. Construction electricians also install and connect electrical machinery, electronic equipment, controls, and signal and communications systems.

Construction electricians usually follow blueprints and specifications when installing electrical components. The electrician installs interior circuits and outlets according to the amount of electrical current expected to be used in the various sections of the building. He also installs fuses or circuit breakers of the proper rating in the incoming and interior circuits to prevent overloading, which causes overheating of wires, appliances, and motors. The construction electrician must know and follow National Electrical Code regulations and, in addition, must fulfill state, county, and municipal regulations.

When installing wiring, the construction electrician uses a mechanical or hydraulic bender to shape conduit (pipe or tubing). The conduit usually must fit inside partitions, walls, concealed areas of the ceiling, or within other narrow and inaccessible spaces. He pulls insulated wires or cables through the conduit to complete the circuit between the electrical outlet and the switch. Next, he connects the wires or cables to circuit breakers, switch-gear motors, transformers, or other components. Wires are spliced (joined) by soldering or mechanical means. When these operations are completed, the electrician tests the electrical circuits to make sure that the entire system is properly grounded, the connections properly made, and the circuits do not carry excessive current.

The electrician furnishes his own handtools, such as pliers, screwdrivers, brace and bits, knives, and hacksaws. The employer furnishes test meters and heavier tools and equipment, such as pipe threaders, conduit benders, chain hoists, electric drills, power fasteners, and ladders. In residential construction, heavier tools are not usually required.

Most construction electricians work for electrical contractors. Substantial numbers are self-employed. Others work for government agencies or business establishments that do their own electrical work. Construction electricians usually work for a large number of different employers during their work life because of the intermittent needs of individual contractors. During a single year, a construction electrician may work for an electrical contractor in the construction of new homes or office buildings, for a manufacturing firm in remodeling its plant or offices, or he may do electrical repairs for homeowners or business firms.

Most training authorities recommend the completion of a 4-year apprenticeship program as the best way to learn all aspects of the electrical trade. However, in the past, some construction electricians have acquired

skills of the trade informally by working for many years as helpers, observing or being taught by experienced craftsmen. Many of these persons have gained additional knowledge of the trade by taking trade school or correspondence courses, or through special training when in the Armed Forces.

Apprenticeship applicants generally are required to be between 18 and 24, but exceptions may be made for veterans. A high school education is required; courses in mathematics and physics are desirable. Applicants are usually required to take tests to determine their aptitude for the trade.

The apprenticeship program usually requires 4 years of on-the-job training, in addition to a minimum of 144 hours of related classroom instruction each year. In a typical 4-year training program, the apprentice learns, among other things, to use, care for, and handle safely the tools, equipment, and materials commonly used in the trade; do residential, commercial, and industrial electrical installations; and maintain and repair installations. In addition, he receives related classroom instruction in such subjects as electrical layout, blueprint reading, mathematics, and electrical theory, including electronics. Many electricians enroll in courses, which may include advanced electronics, to keep abreast of the latest developments in this rapidly changing occupation.

An experienced construction electrician who has learned all the aspects of the craft through apprenticeship can transfer readily to other types of electrical work. Many take jobs as maintenance electricians in factories or in commercial establishments, some work as electricians in ship-building and aircraft manufacturing, and some are self employed.

Because improperly installed electrical work is hazardous, most cities require electricians to be licensed. To obtain a license, the electrician must pass an examination which requires a thorough knowledge of the craft and of State and local building codes.

Employment of construction electricians is expected to increase rapidly through the 1970's. In addition to the growth that is anticipated in the trade, many thousands of job opportunities will result from the replacement of journeymen who transfer to other types of electrical work, leave the trade for other reasons, retire, or die.

The increase in employment of electricians is expected mainly because of the anticipated large expansion in construction activity. Other factors expected to contribute to the growth of this trade are greater requirements for electric outlets, switches, and wiring in homes to accommodate the increasing use of appliances and air-conditioning systems; and the extensive wiring systems needed for the installation of electronic data-processing equipment and electrical control devices being used increasingly in commerce and industry.

Technological developments are expected to limit the employment growth of this trade. A major technological development increasing the efficiency of electricians is the prefabrication of electrical equipment. Switch boxes and switchboards, which formerly had to be wired on site, are now preassembled at the factory. Also available are "packaged" (preassembled and prewired) ceiling units, which the electrician connects to the power source, eliminating the need to wire the complete system and install the fixtures.

Improved tools and equipment being used increasingly by electricians include more efficient conduit benders; multiple spindle drills; cordless electric drills, saws, and other tools; and "kits" of splicing materials that have reduced the time needed to do field insulation of cable splices.

Hourly wage rates of construction electricians are among the highest in the skilled building trades. Furthermore, because the seasonal nature of construction work affects electricians less than most other construction workers, their annual earnings generally are among the highest in the building trades.

The work of the construction electrician, like that of other building trades, is active but does not require great physical strength. Frequently, the construction electrician stands for prolonged periods; sometimes he works in cramped quarters. Because most of his work is indoors, the construction electrician is less exposed to unfavorable weather conditions than most other skilled building trades workers. Electricians risk falls from ladders and scaffolds, cuts and sharp tools, electrical shock, blows from falling objects, and burns from "live" wires. However, safety practice learned during apprenticeship and other types of training have helped to reduce the injury rate for these workers.

Adapted from: U. S. Department of Labor. Occupational Outlook Handbook, 1970-71 edition. (Washington, D.C.: Government Printing Office), 1971. pp. 376-379.

[illegible]

SECOND EXPERIENCE LEVEL

INFUSION STRATEGY

CAREER DEVELOPMENT FOCUS: Lifestyles within a community differ.

OCCUPATIONAL FOCUS: Nurseryman

ACTIVITIES

IN THIS INFUSION STRATEGY

1. People or Plants
2. Home Styles
3. What Words Mean
4. Summer, Winter, Spring, and Fall
5. Gardens



Teacher Goals

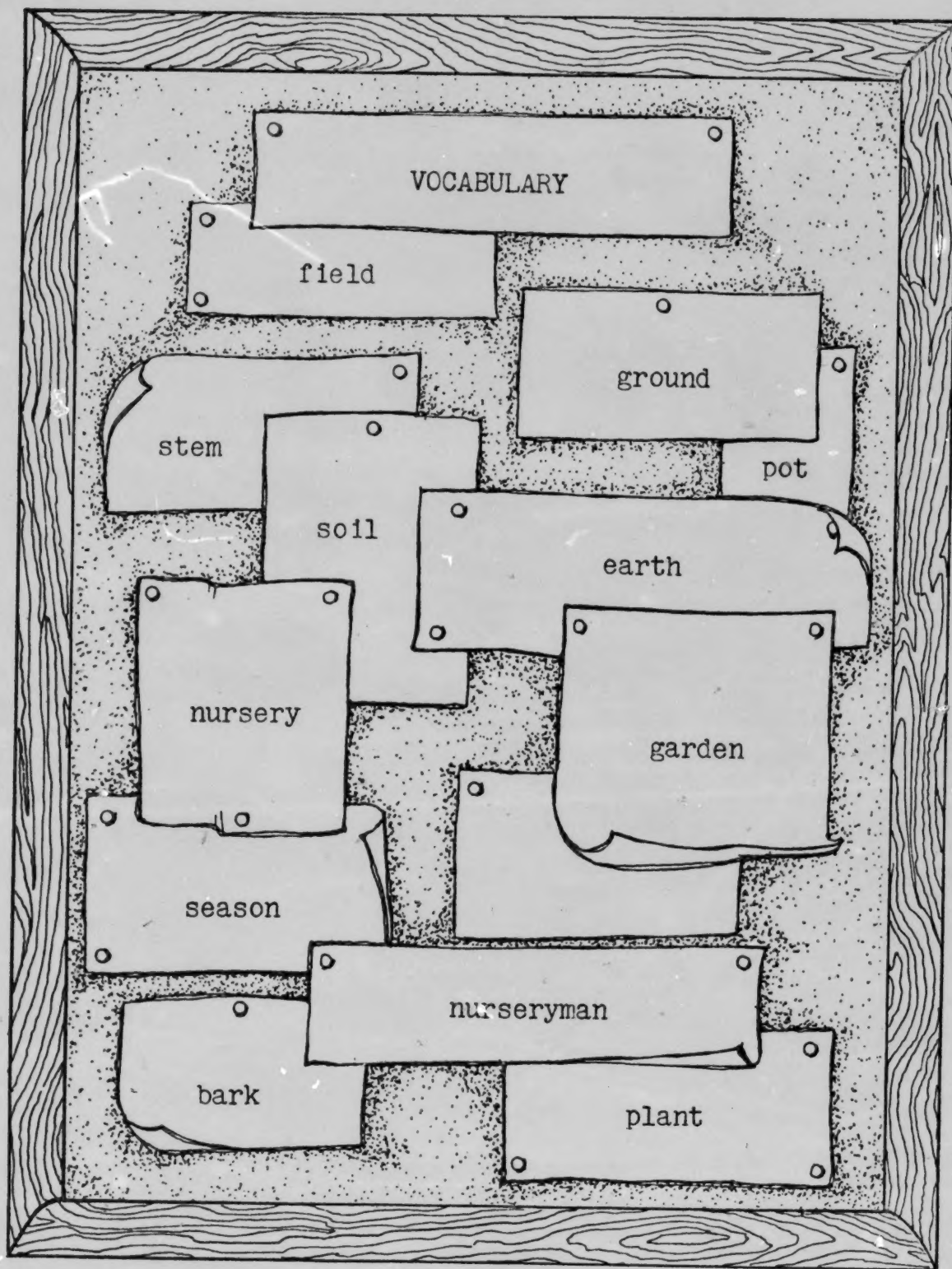
Teacher goals of this strategy combine a Lifestyle Dimension subconcept with subconcepts from Attitudes and Appreciations, Career Information, and Educational Awareness, and subject matter concepts for the occupation of Nurseryman. In this perspective the teacher's goals are to:

Offer students an opportunity to explore a lifestyle that depends on the forces of nature.

Provide opportunities to understand how subject matter concepts learned at school can be used in an occupation.

Develop an understanding of forces which create a need for a variety of lifestyles.

Elicit information from pupils which will help them view their own lifestyles.



PEOPLE OR PLANTS

Second Experience Level Activity

Performance Objectives

Lifestyle Dimension

- . . . compile a list of ways to find out names and addresses of local nurseries.*
- . . . explain why nurseries are used by persons in new housing developments.*

Attitudes and Appreciations Dimension

- . . . describe the effects on the class study of nurseries if letters to nurserymen are not addressed properly.*

Career Information Dimension

- . . . define the term "nursery."*
- . . . describe a difference in occupational settings of nurseries for children and nurseries for plants.*

Subject Matter Concepts

Language Arts
Writing Skills
Writing a letter
Grammar and Usage
Beginning dictionary
usage
Reading
Reading for information

Social Studies
Geography
Special purpose maps
Mathematics
Problem Solving
One-step problems

Preplanning Suggestions

Materials for a vocabulary chart
Dictionaries suitable to the level
Bulletin board materials for nurseries
Telephone directory, city directory
Newspaper advertising of local nurseries to be brought by class members
Map of immediate community

PEOPLE OR PLANTS

Occupations have their own vocabularies.

Career Information

Occupations have their own work settings.

Career Information

Use the term "nursery" as a basis for word study and dictionary practice.

... define the term "nursery." PPO

A "nursery" can mean a place for the young of the human species as well as a place for the young of plant and tree species. The dictionary definition of nurseryman leaves no doubt about that occupation. Help children discover that words have more than one meaning and that word study can be fun.

... describe a difference in occupational settings of nurseries for children and nurseries for plants. PPO

As the idea of a word study develops, help children identify a meaning with a particular lifestyle; use "nursery" as an example. "Nursery" would be familiar to families with working parents and young children in the sense of child care.

"Nursery" as a place where plants are grown would be more familiar to people who have all outdoor area around their home.

Follow this word study with the suggestion for studying nurseries which grow plants. If the class wishes to study both kinds of nurseries and the project seems possible, plan to use both ideas for career education. There are many similarities in the relationships of nurseries to lifestyle of the community. With children's help, develop a bulletin board that will serve as a reference area for information about nurseries and nurserymen.

Lifestyles within a community differ.

Lifestyle

NURSERY

Names

Addresses

. . . compile a list of ways to find out names and addresses of local nurseries. PPO

Use the yellow pages of the telephone directory as one source for locating nurseries in the immediate area. Since some nurserymen choose not to advertise in the yellow pages, have the children suggest how to discover the names and addresses of other nurseries. Suggested avenues of discovery could be advertising in the local newspapers, television and radio commercials, and people in the area who know of nurseries. A city directory will have listings of the community.

Lead children to suggest writing letters to nurserymen in the area for information about supplies, plants, and services that are available to customers. Discuss the idea of using one form letter to ask for information. Help children understand that a form letter used this way will help the sender save time and assure that the request is exactly the same to each person. Each letter should be written individually by a child in the class. Point out to children the lack of appeal a printed or mimeographed letter has.

Work involves the acceptance
of responsibility for a task.

Attitudes and Appreciations

Dear Mr. Spruce,

We are studying about
nurserymen at Oak School.

We would like to have
your catalog and any special
information about what help
you provide your customers.

We will appreciate any
help you give us.

Love,

Mary Birch

*... describe the effects on
the class study of nurseries
if letters to nurserymen are
not addressed properly. PPO*

Use the school address for a return
address. On the bulletin board post
the names of the children who wrote
letters and to whom the letters were
written. When the responses come,
post the material on the bulletin
board. Keep a table or desk nearby
for materials unsuitable for posting.

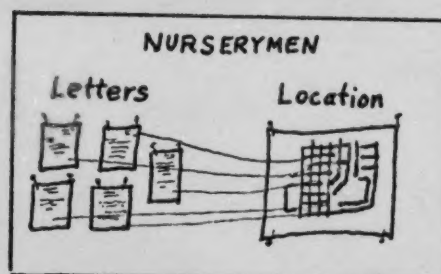
Prepare a class thank-you letter to
be written at the time material comes.
Post the name of the writer and to
whom the letter was written.

Some children will have catalogs at
home which can be added to the col-
lection of materials.

Nurseries are usually located near
developing population centers. Mount
a city map on which locations of each
nursery can be marked.

Lifestyles within a community differ.

Lifestyle



... explain why nurseries are used by persons in new housing developments. PPO

Help children understand that people in new housing areas need many supplies and plants from nurseries. Families whose lifestyles include living in a new area away from the central city have shown a need for yards by the decision to move.

The first REACT page presents number problems related to purchases at a nursery. Children could bring advertisements from local nurseries to develop many more realistic problems.

The second REACT page presents a thank-you letter to be rewritten by students. The words are scrambled, and punctuation and capitals have been omitted.

When children copy the letter, encourage the use of the form for letters taught in the local situation.

LS/Level 2/1

"Special"

LS/Level 2/2

"Where It Goes"

SPECIAL

SPECIAL SALE

(Tax included in price)

Rose Bushes	\$ 2.00 each
1 meter Trees	\$10.00 each
Lilac Bushes	\$ 5.00 each
Seed	35¢ a package



A family bought 3 rose bushes. How much did they spend on rose bushes?

_____ + _____ + _____ = _____

Rosemary bought two packages of seeds. How much did she spend on seeds?

_____ + _____ = _____

How much would it be?

One tree and 1 lilac bush \$10.00 + \$5.00 = \$15.00

One rose bush and 1
package of seeds _____ + _____ = _____

Two trees _____ + _____ = _____

WHERE IT GOES

Rewrite this letter.

Use your own paper.

oak dear mr

you thank catalog the for

we are charts making picture class room our
for

love,

miss elm's class

HOME. STYLES

Second Experience Level Activity

Performance Objectives

Lifestyle Dimension

- ... describe three different kinds of housing in the community.*
- ... name two kinds of recreational areas in the community.*

Subject Matter Concepts

Language Arts

Reading

Reading for information,
other purposes

Writing Skills

Short stories, poems

Science

Biology

Living things change as
they grow.

Social Studies

Sociology-Anthropology

Community reflects assumptions
and values.

Political Science

Governments help people
meet some needs.

Geography

Special purpose maps

Preplanning Suggestions

Boxes to design styles of homes

Nursery catalogs

Notebook or album to be developed by children

Snapshots of the neighborhood, or school, or parks, etc.

HOME STYLES

Lifestyles within a community differ.

Lifestyle

Suggest that each child draw a picture of the outside of the structure in which he lives. Emphasize the necessity for including any plants which are part of the home environment. Snapshots of homes for display on the bulletin board could be suggested for some classes.

. . . describe three different kinds of housing in the community. PPO

The effort to discuss types of homes must not raise any idea of value. The study of lifestyle should show how people live in different ways.

Classify homes in a way that is natural for the group. Encourage children to make the conclusion that classification is based on common characteristics. Homes might be trailers, apartments, one-family dwellings, or any of many other types. Within each category are subclasses. A suburban school might have children whose homes are all of one family yet have differences of some kind as in plantings, color, or style.

Develop a display which illustrates the variety of homes in the total community. Children and their families can watch for types of dwellings other than those in which class members live.



Three dimensional homes can be made from boxes of various kinds. As far

Lifestyles within communities differ.

Lifestyle

as is practicable, simulate the yard and plantings of each type of dwelling. Look in nursery catalogs for plants that are like those found in the area. Keep a class notebook of pictures and names of plants that have been identified.

Call attention to the size of plantings. Help children investigate the size limitations in moving plants. An individual or small group of children could interview a nurseryman to learn about the care of plants at the nursery and after planting in a permanent location.

... name two kinds of recreational areas in the community.
PPO

In areas of high-rise apartments look for parks or outdoor areas which have been planned for residents of the area.

Help children realize that in some lifestyles individuals provide the work time and planning for their environment. The nurseryman is an individual with whom a good working relationship is necessary.

Some lifestyles are such that there is no direct contact with nurserymen. People who live in the city may realize that parks and other recreational areas have been developed by groups that have used the services of the nurseryman.

Locate park areas on the map of the city. Look for recreational facilities in the parks. Include in the study of the nurseryman ideas of conservation and respect for plantings whether privately or publicly owned.

The REACT page is related to the career development concept. Each child is to write or tell two reasons why

he would or would not like being in an apartment, a mobile home, or a single-family dwelling.

Children's directions to write a reason could be individualized or small group activities. Children working together can help each other with creative ideas and with the mechanics of spelling and writing.

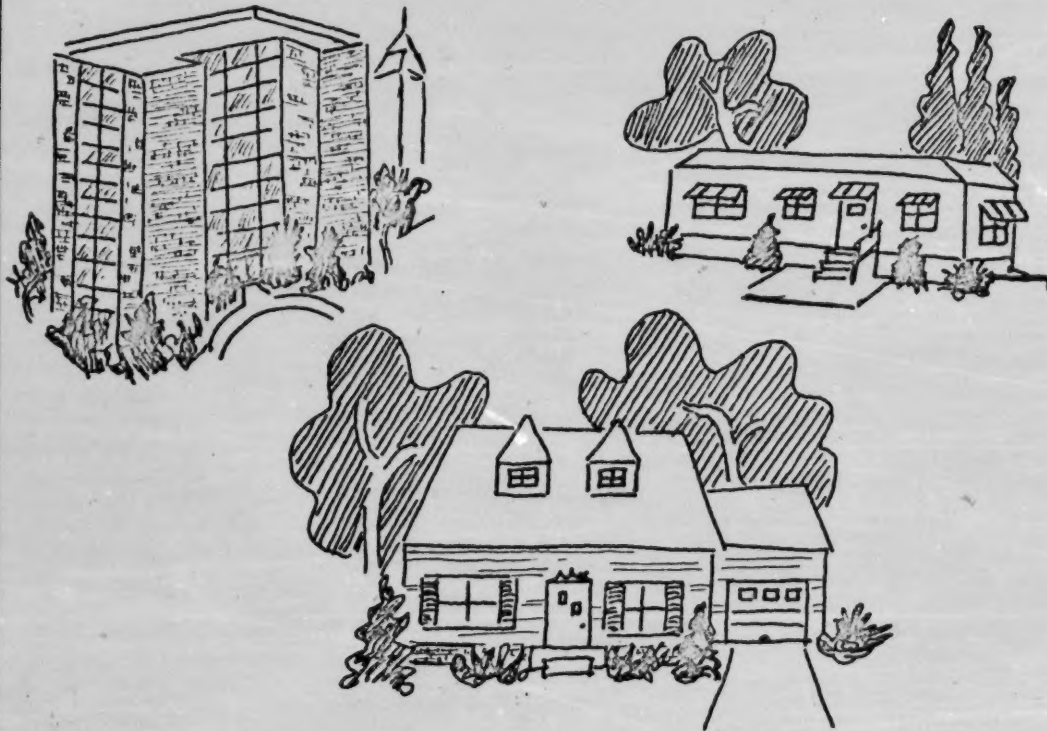
LS/Level 2/3

"That's Where"

THAT'S WHERE

Which place would you like to live?

Mark the home you would like best.



Write why you would like to live the place you marked.

WHAT WORDS MEAN

Second Experience Level Activity

Performance Objectives

Lifestyle Dimension

- ... describe two lifestyles in terms of activities as described by specific vocabulary.*

Career Information Dimension

- ... identify four words used by a nurseryman that are also used in a different occupation.*

Subject Matter Concepts

Language Arts

Grammar and Usage

Uses of language: describe

Writing Skills

Print simple words

Listening and Speaking

Choose right word meaning in oral exercises.

Reading

Context as clue to word meaning

Preplanning Suggestions

Paper materials for a class or for individual dictionaries of terms
Magazines with pictures to be added to dictionary

WHAT WORDS MEAN

Occupations have their own vocabularies.

Career Information

Lifestyles within a community differ.

Lifestyle

An individual or group dictionary activity can develop from this word study exercise.

... identify four words used by a nurseryman that are also used in a different occupation. PPO

Words selected from the nurseryman's vocabulary have other meanings to persons in a different occupation or situation. Some words will be familiar to the children because their lifestyle includes activities which use the words in a different way. Pronounce a word and ask for the nurseryman's meaning. Then ask for a different meaning and the occupation in which it might be used.

Field

Nursery
place to
plant

Baseball
place to
play or
catch a
ball

Earth

Nurseryman
soil for
planting

Astronaut
the planet

Words for nurserymen are:

plant	stem
field	soil
earth	pot
bark	ground

... describe two lifestyles in terms of activities as described by specific vocabulary. PPO

Children could make lists of words which apply to a variety of life-styles and occupations.

fly - pilot, ballplayer,
exterminator

run - trackman, ballplayer,
sinus doctor

stock - cattleman, inven-
tory clerk

hose - gardener, retail
clerk

plane - pilot, carpenter

glasses - optometrist, ta-
bleware clerk

suit - tailor, lawyer

Encourage children to work at home on some activities too.

Many occupations use words in ways unfamiliar to those outside the occupation. Involve families in helping children present unusual word usage or vocabularies pertinent to a specific occupation.

The REACT pages relate to vocabulary associated with things or activities. Some words are directly related to an occupation; other terms indicate a kind of lifestyle.

Have children say the word in the box. The sample shows a picture of a ball player taking a swing. The sentence by the picture describes the picture.

The right side of the frame has a picture or a sentence to be completed using the word in the box. The sample shows the sentence: "I sit in a _____." The child is to write in the word "swing" and draw a picture of a swing with someone in it.

Each frame follows the same directions.

LS/Level 2/4

"Alike and Different"

ALIKE AND DIFFERENT

Look at each picture.
Read each sentence.
Finish the sentence.
Draw a different picture.

swing



I take a swing.

I sit in a _____.

bat



I am a _____.

This is a baseball _____.

bed



This is a flower _____.

I sleep in a _____.

bank



This is a river _____.

I work in a _____.

train



I can _____ my dog.

This is a _____.

spoke



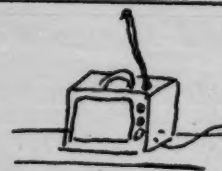
The _____ is broken.

I _____ to Mother.

watch



Here is my new _____.



SUMMER, WINTER, SPRING, AND FALL

Second Experience Level Activity

Performance Objectives

Lifestyle Dimension

- . . . *discuss lifestyle of a nurseryman in terms of seasonal work demands.*

Attitudes and Appreciations Dimension

- . . . *tell how a nurseryman's occupation controls his work time.*

Career Information Dimension

- . . . *describe how the occupational setting of a nurseryman differs from one other occupational setting.*
- . . . *point out the relationship between earnings of a nurseryman and weather conditions.*
- . . . *distinguish between outdoor and indoor activities in terms of your own personal preference.*

Subject Matter Concepts

Social Studies

Geography

Needs differ according to climate and seasons.

Economics

Earning money

Sociology-Anthropology

Lifestyles differ with time and place.

Language Arts

Writing Skills

Vowels and consonants in greater variety

Science

Biology

Living things adjust to seasons.

Preplanning Suggestions

Pictures of seasonal changes on the landscape
Chart materials for making lists of occupations

SUMMER, WINTER, SPRING, AND FALL

Lifestyles within a community differ.

Lifestyle

Occupations have their own work settings.

Career Information

Most occupations include common expectations, such as punctuality, dependability, and avoidance of excessive absence.

Attitudes and Appreciations

Earnings vary with occupations.

Career Information

Nurserymen have a lifestyle of their own. The seasonal work of most nurserymen varies.

. . . discuss lifestyle of a nurseryman in terms of seasonal work demands. PPO

The climate of the area dictates the time for planting, working with customers, or doing any of the variety of jobs a nurseryman has.

. . . describe how the occupational setting of a nurseryman differs from one other occupational setting. PPO

If the nursery is small, the busy season may mean the entire family must stay home to work. Larger nurseries will need part-time help. Discuss the idea of taking a vacation in cold weather rather than in the summer vacation time. Children might not be able to accompany parents in winter.

. . . tell how a nurseryman's occupation controls his work time. PPO

The nurseryman must know the weather of the local area. He plans his lifestyle around the weather. His work is also planned around the climate. An unusual spring or summer can make a change in the nurseryman's income.

. . . point out the relationship between earnings of a nurseryman and weather conditions. PPO

Compare the lifestyle of a family whose income remains constant and is unaffected by seasonal changes.

The hours and time of bank employees, office workers, teachers, and professional people are usually unaffected by weather.

Many people who work outside as nurserymen do find that their income may change with weather changes or that their work time is very different even though the task remains the same.

Lead into a discussion of outdoor work. Have children prepare a list of occupations which would be primarily outdoor occupations and a list of indoor occupations.

Outdoor Jobs

Caterpillar Operator
Football Coach
Nurseryman
Highway Maintenance Worker
Garbage Collector
Traffic Policeman
Mail Carrier
Filling Station Worker

Indoor Jobs

Postal Clerk
Receptionist
Dentist
Watch Repairman
Judge
Clerk
TV Announcer
Janitor

The individual worker determines which aspects of an occupation may be pleasant or unpleasant.

Career Information

... distinguish between outdoor and indoor activities in terms of your own personal preference. PPO

Help children draw conclusions about their own personal preferences related to indoor or outdoor activities. At playtime watch for children who avoid outdoor play periods. Help children become aware of the relationship between attitudes toward school activities and attitudes toward similar work experiences.

The REACT page continues identification of indoor and outdoor occupations that are affected by work. The language arts activity uses visual discrimination related to individual letters. The child identifies the complete word and then writes in the vowels.

LS/Level 2/5

"Weather Watchers"

WEATHER WATCHERS

Use the correct vowel.

Weather affects how I work

c _ wb _ y

j _ ck _ y

f _ rm _ r

n _ rs _ rym _ n

f _ sh _ rm _ n

d _ _ rm _ n

s _ _ l _ r

cowboy

doorman

farmer

fisherman

nurseryman

jockey

sailor

Weather does not affect how I work

n _ rs _

s _ cr _ t _ ry

l _ br _ r _ _ n

_ ct _ r

b _ k _ r

t _ _ ch _ r

w _ _ tr _ ss

actor

baker

librarian

nurse

secretary

teacher

waitress

GARDENS

Second Experience Level Activity

Performance Objectives

Lifestyle Dimension

- ... discuss the idea of lifestyle in terms of family needs.*
- ... name one want, need, or resource that changes lifestyle as climatic conditions change.*

Educational Awareness Dimension

- ... identify two kinds of knowledge about plants and their care that a nurseryman would need.*

Subject Matter Concepts

Language Arts

Reading

Reading for information,
other purposes

Writing Skills

Writing letters, short
stories

Mathematics

Problem Solving

One-step problems

Science

Biology

Growing plants and their
care

Preplanning Suggestions

Science books and pictures of plants of many varieties
Plants to be cared for in the room
Plastic containers to make terrariums for each child
Oak tag to back three REACT pages for each child

GARDENS

Lifestyles within a community differ.

Lifestyle

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

Lifestyles within a community differ.

Lifestyle

Lifestyle implies that people live in different environments even though their needs are similar.

. . . discuss the idea of lifestyle in terms of family needs. PPO

By analogy, study plants which adapt to different environments although the basic structure and needs are similar.

. . . identify two kinds of knowledge about plants and their care that a nurseryman would need. PPO

Instigate a science study of water or pond plants, desert plants, and land plants that are found in home gardens of other areas. Other ideas for different gardens can be included.

Almost any library or science book has information about the special needs of plants. Each kind of garden can be either elaborate or simple.

Frequently children enjoy contributing items for school activities. Plastic containers, jars, or aquariums can be acquired. Nurserymen may be willing to provide plants or help develop each garden.

As the gardens are developed and studied for plant lifestyle, bring into focus the way people adapt lifestyle to climate.

. . . name one want, need, or resource that changes lifestyle as climatic conditions change. PPO

Write stories about each garden. Include the names of all plants and the planting medium. Develop a chart with instructions for caring for each garden. Permit children to sign up for responsibility for the various tasks necessary to keep the gardens healthy.

Encourage children to make individual terrariums which can be taken home.

The REACT pages are related to the identification of differing environments for plants. Three jigsaw puzzles with pieces of identical shape have indoor gardens as subjects. Pictures for the puzzles are a desert garden, a water or pond garden, and a land garden. The puzzles require noting details of pictures.

After children have worked the puzzles several times, suggest that the pieces of all three puzzles be mixed. Children should try to assemble all three puzzles from the mixed pieces.

LS/Level 2/6

"Desert Garden"

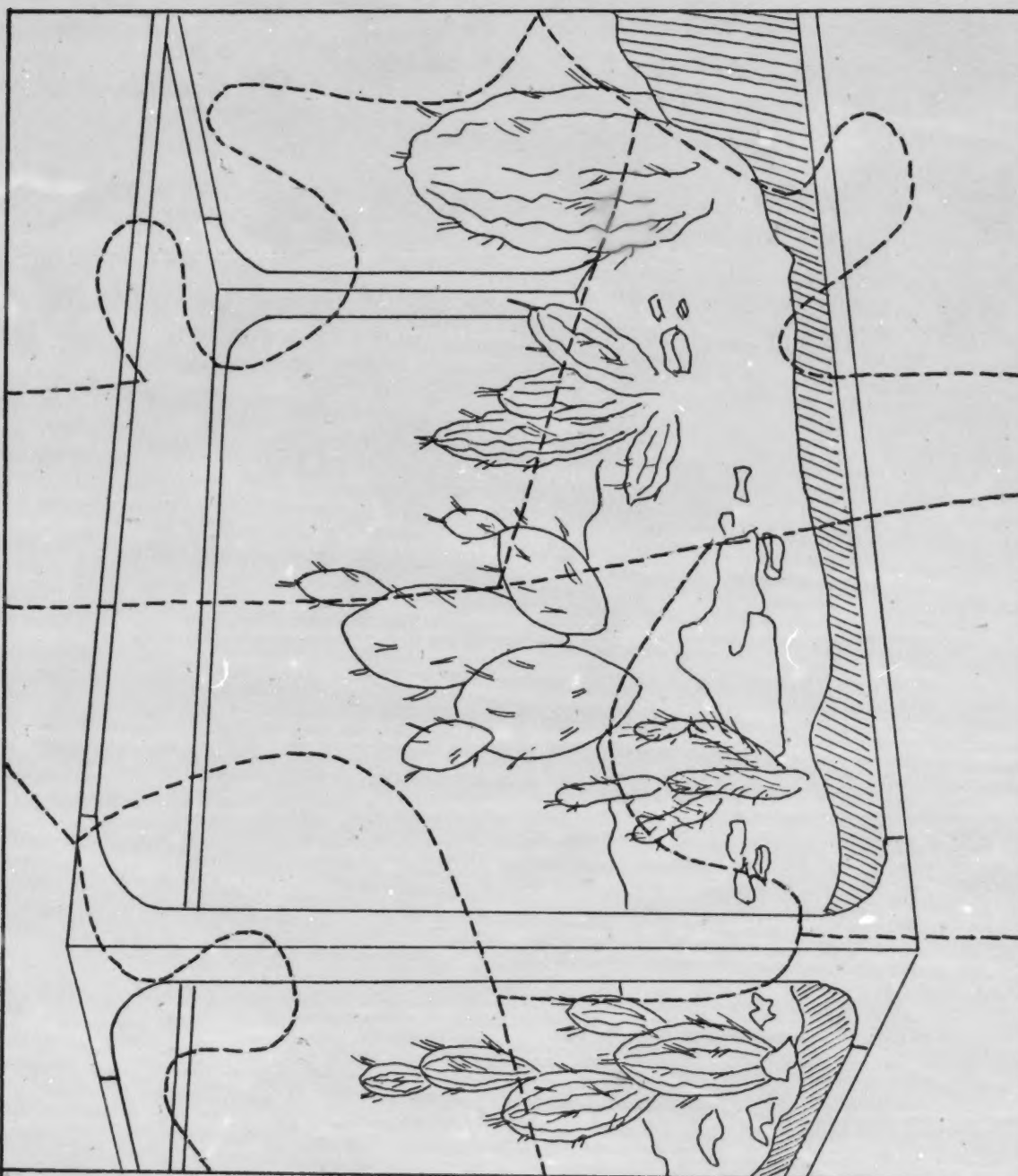
LS/Level 2/7

"Land Garden"

LS/Level 2/8

"Water Garden"

DESERT GARDEN

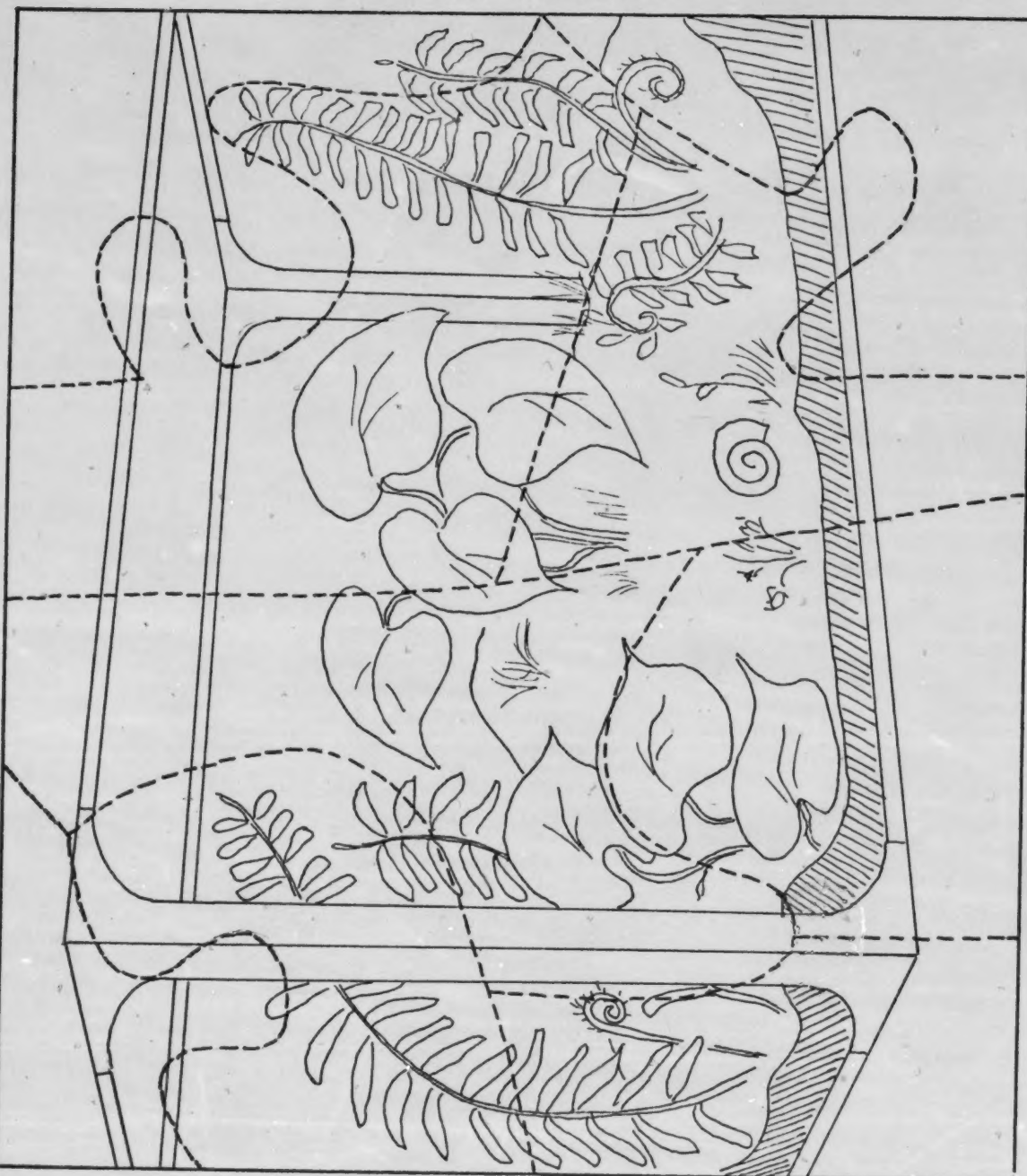


Color the garden.

Paste the picture on heavy paper or cardboard.

Cut on the dotted lines.

LAND GARDEN

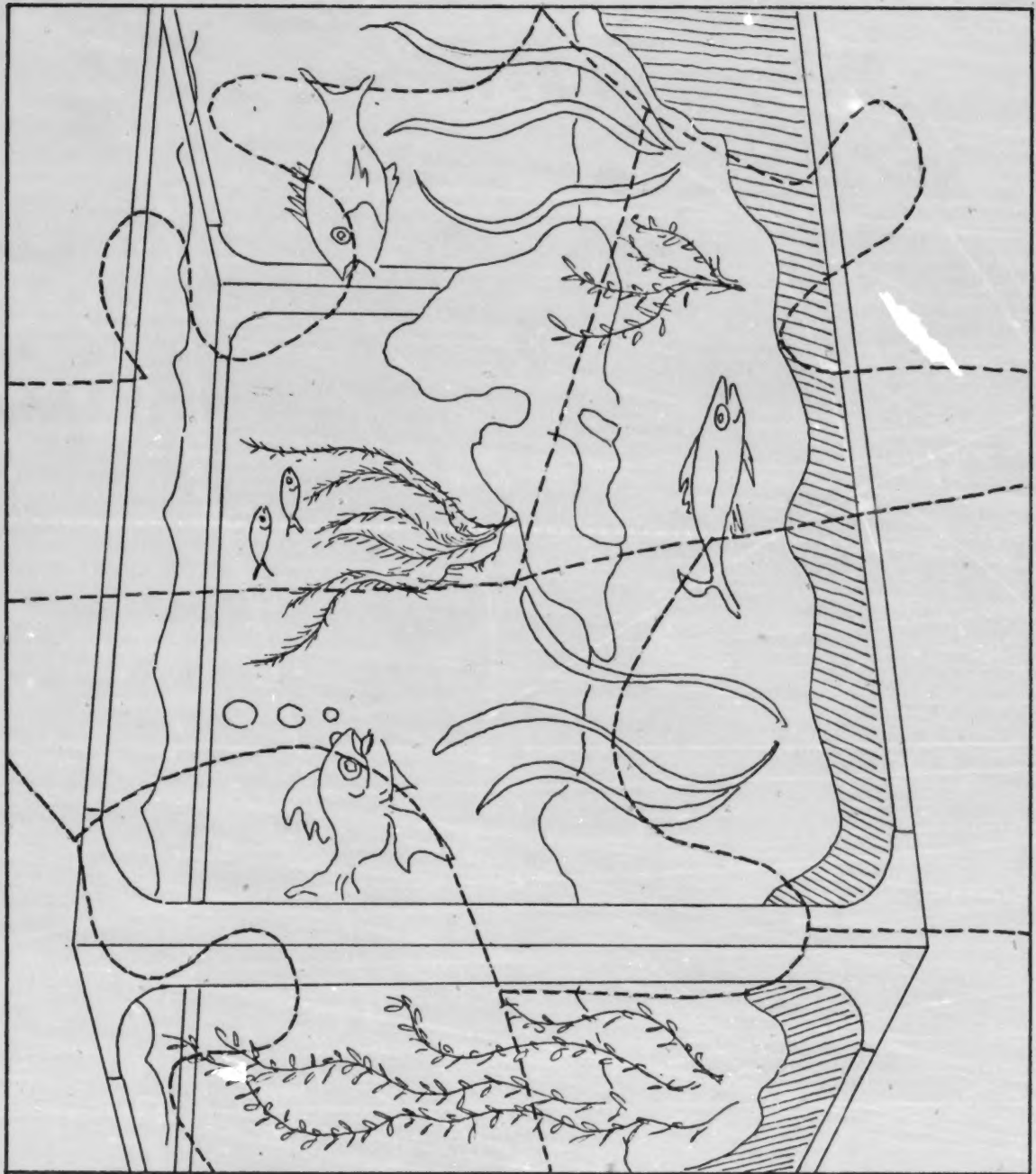


Color the garden.

Paste the picture on heavy paper or cardboard.

Cut on the dotted lines.

WATER GARDEN



Color the garden.

Paste the picture on heavy paper or cardboard.

Cut on the dotted lines.

RELATED MATERIALS

Adventures of the Lollipop Dragon (Sound Filmstrip) Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614, 1970.

Beginning Responsibility: Being On Time (Film, Color, 11-min.) Coronet Instructional Films, Coronet Building, 65 E. South Water Street, Chicago, Illinois 60601, 1969.

Beginning Responsibility: Doing Things for Ourselves in School (Film, Color, 11-min.) Coronet Instructional Films, Coronet Building, 65 E. South Water Street, Chicago, Illinois 60601, 1963.

Cindy's Snowdrops (Book) Doris Orgel. Alfred A. Knopf, Inc., 33 W. 60th Street, New York, New York 10022, 1966.

City Is My Home, The (Book) Nancy O'Brien Schueler, Mark Feldstein, and Stanley Becker. The John Day Company, 62 West 45th Street, New York, New York 10036, 1966.

Community Helper Series (Sound Filmstrip) McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020, 1970.

Evan's Corner (Book) Elizabeth Starr Hill. Holt, Rinehart, and Winston, 383 Madison Avenue, New York, New York 10017, 1967.

It's Time Now (Book) Roger Devoisen. Lothrop, Lee, and Shepard Company, Inc., 419 Park Avenue South, New York, New York 10016, 1969.

Kingdom of Could Be You, The: Careers in Agri-Business (Film, Color, 4-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611, 1973.

United States Regional Geography Series (Filmstrip) Bailey Film Associates, 2211 Michigan Avenue, Santa Monica, California 90404, 1972.

We Like Bugs (Book) Gladys Conklen. Holiday House, 8 West 13th Street, New York, New York 10011, 1962.

What Is A Neighborhood? (Film) Coronet Instructional Films, Coronet Building, 65 E. South Water Street, Chicago, Illinois 60601, 1969.

NURSERYMEN

The practice of growing nursery stock dates as far back as 6,000 years when the Egyptians were already cultivating and irrigating gardens. Mankind through the years has been interested in keeping his surroundings beautiful by cultivating gardens and developing nursery skills. The first big commercial nursery in the New World was the Prince Nursery, established in 1730. It was considered so important that both the British and Colonial troops in the Revolutionary War agreed to avoid harming it.

Today the nursery industry is roughly divided into the wholesale and retail businesses. The wholesale nursery grows plant stock for distribution to retail nurseries, landscape contractors, and large growers of all kinds. Some specialize in one or more kinds of plants (ornamental shrubs, roses); others grow all varieties. The climate dictates to some extent the kind of plants grown; thus one is apt to find more rock garden plants sold in New Mexico and more orange trees in Florida. Since nursery stock is perishable and therefore more difficult to ship long distances, one is also apt to find more wholesale nurseries near the large metropolitan areas which have many retail outlets nearby.

The person who wishes to set up a wholesale nursery must have a large amount of capital. Wholesale nurseries are large operations which require land, special equipment for planting and transportation, greenhouses, storage buildings, and offices. Once the nursery is set up, the owner still cannot expect any returns on his investment until the first crop is grown.

But the wholesale nursery itself offers many good careers for both men and women. The production manager has the responsible position of supervising all the growing operations. This includes making sure that the soil is mixed in the proper proportions of sand, peat moss, and certain chemicals and supervising all sterilizing operations, which usually involve steam-heating the soil and its containers. He must also see that no diseases are spread by the workmen as they walk near and handle the plants. In all these operations, he must be able to manage a large staff of workers and should therefore have good management skills. Growing plants in containers instead of the ground, for instance, reduces the problems of shipping and disease control, but it also requires more efficient organization of labor and equipment.

The plant propagator of a nursery reproduces the plants which are later turned over to the production staff. He sees that the ground is soft enough to allow the young seedlings to surface and that once above ground they are well ventilated to protect them from fungi and well protected against too much sun, wind, or frost. At a certain time, he and his staff transplant the seedlings into two-and-one-quarter inch peat pot liners, which are later planted in pots or the ground. Plants grown in this manner are usually the most hardy, but since they are not always perfect specimens, the propagator must know how to propagate by other methods as well. He must know when and how to take cuttings from adult plants and plant them in the soil so that they will take root. He is also skilled in methods of propagation like grafting, in which a part of one plant, or "scion," is grown onto another plant which has been grown from seed.

Most nurseries need a stock man to keep a record of how many plants are in stock. The stock man also keeps track of all orders received and filled. He must work closely with the other workers in order to know what is going on at all times.

Finally, any large wholesale nursery has a sales manager. Salesmen are as important in the nursery business as in every other, and there are good jobs here for anyone with imagination and good training in sales techniques. The sales manager travels a good deal finding new markets and keeping in touch with the nursery's regular retail outlets and other customers.

The retail nursery, or garden center, also offers many jobs. The manager of the retail nursery spends most of his time making sure that he has the merchandise that will attract customers or fill the needs of his particular area. In addition to plants, therefore, he stocks other gardening items such as tools, fertilizers, and furniture.

Retail nurseries always need good salesmen, for not only do these salesmen have to attract customers but also they must be knowledgeable enough to answer the miscellaneous questions on plant care that customers and amateur gardeners invariably bring to them. When they are not waiting on customers, most retail salesmen help in the other duties of the nursery such as watering and keeping the plants in order.

Mail-order nurseries are usually found in rural areas. This kind of nursery offers many of the same jobs, but its salesman, or catalog man, is something of a different breed. It is his responsibility to lay out in as attractive a form as possible the catalog that is mailed to customers. He must arrive at a good price for each item, write a description of it, and choose appealing pictures for his feature plants. This is an expensive production and must be done well.

Anyone wanting to go into nursery work must first of all love plants and enjoy working with them, often out-of-doors. To be truly successful in this business, one must also have good taste, an instinct for the beautiful and the attractive. As in many other businesses, one must be able to deal with the public. Not least of all, nursery work requires a great deal of patience and long, hard work.

Students interested in a nursery career can begin training by working for nurseries in the summers. But although this on-the-job training is invaluable, one is most likely to get a job with a good college education. There are good horticulture programs in large and small colleges throughout the country.

Perhaps the most important thing to be considered in setting up one's own nursery is the location. Most nurseries thrive in the suburbs of large cities where new homes with yards are constantly being built. The average customer is a married woman in her thirties with a moderate income and a moderately priced home. An especially good way to attract her attention is to set up a nursery business near a shopping center.

Today the demand for nurseries and people trained in nursery work is high. People in the suburbs spend much of their increasing leisure time in

amateur gardening, and the inner city is becoming more and more aware of the need for good landscaping and gardening. Of the nursery related vocations, that of landscape maintenance contractor is most in demand. These men are hired by companies and institutions to supervise the upkeep of their grounds. Often a retail nursery also offers landscaping service and advice. The recent campaign to keep America beautiful has made the nursery business one of the most important in the nation.

development Self Development Self Development Self Development Self Development

SECOND EXPERIENCE LEVEL

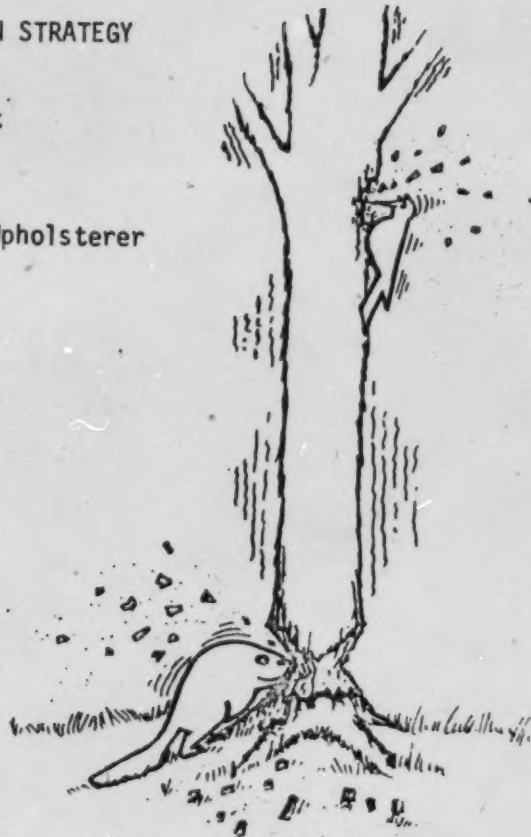
CAREER DEVELOPMENT FOCUS: There are certain physical, social, and emotional characteristics which make an individual unique.

OCCUPATIONAL FOCUS: Upholsterer

ACTIVITIES

IN THIS INFUSION STRATEGY

1. Measured to Fit
2. Over and Under
3. The Designing Upholsterer



628

645

Teacher Goals

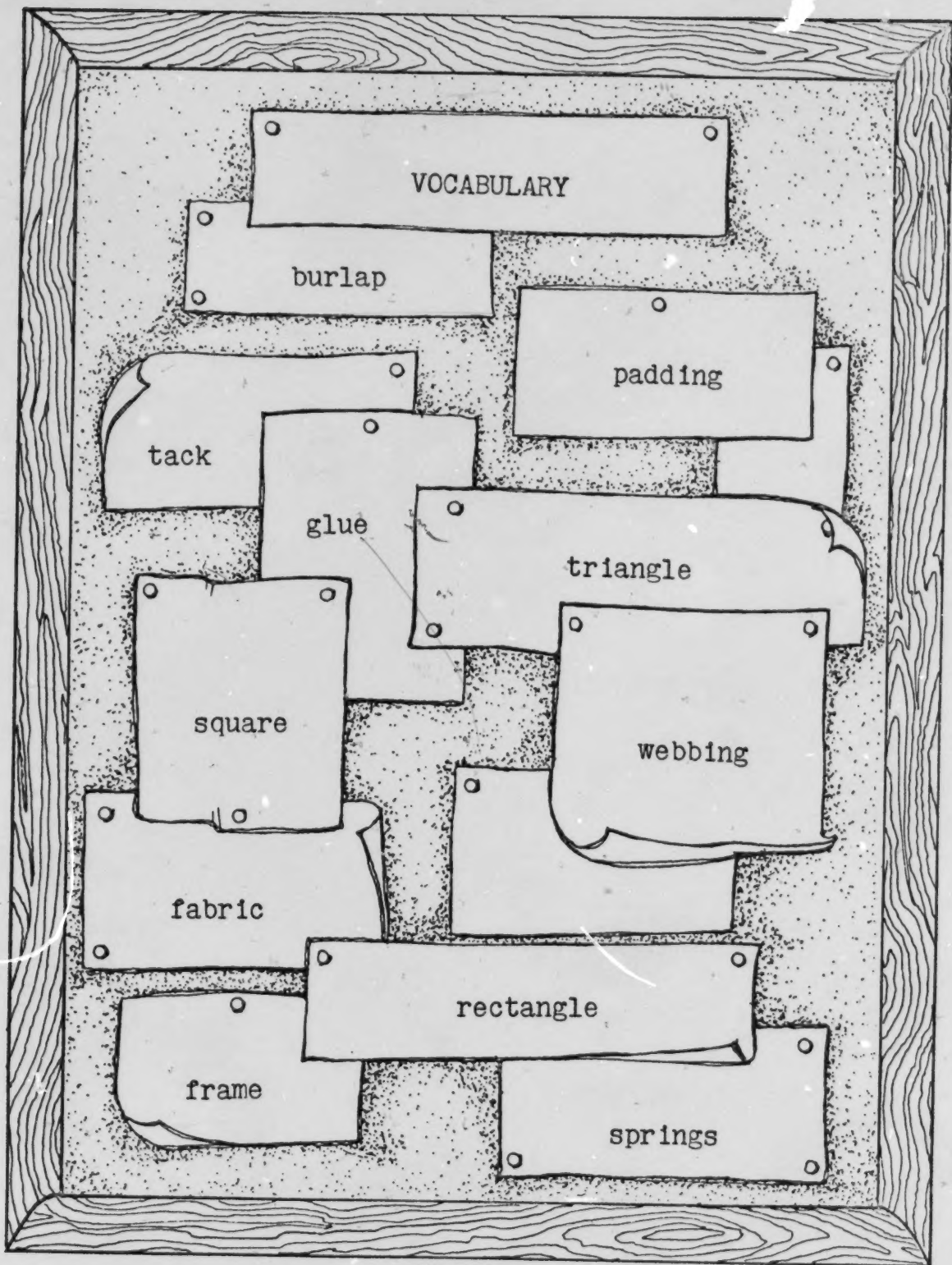
Teacher goals of this strategy combine a Self-Development Dimension subconcept with subconcepts from Attitudes and Appreciations, Career Information, and Educational Awareness, and subject matter concepts for the occupation of Upholsterer. In this perspective the teacher's goals are to:

Develop an attitude of appreciation for the individual characteristics of people.

Become aware of the upholsterer's contribution to everyday life.

Develop an understanding of self that recognizes strengths and weaknesses in social characteristics.

Become aware of ways to develop one's own individual characteristics.



630

647

MEASURED TO FIT

Second Experience Level Activity

Performance Objectives

Self-Development Dimension

- . . . identify classmates who enjoy working alone and classmates who enjoy working in groups.
- . . . distinguish which children are more physically adept in working on an upholstery project.

Educational Awareness Dimension

- . . . identify helping or watching a parent as one way to learn a skill.

Subject Matter Concepts

Mathematics

Measurement

Length

Problem Solving

Solve number stories

Language Arts

Reading

Reading for meaning

Listening and Speaking

Listening for information

Writing Skills

Writing letters

Preplanning Suggestions

Telephone directories with yellow page sections

Local newspapers

Plans for a field trip

Local parent or upholsterer willing to visit the classroom

Boxes and paper or cloth for upholstery

One simple item to upholster as a class project (See the activity description.)

MEASURED TO FIT

Career-oriented learning may take place in school or out of school.

Educational Awareness

Upholsterers are usually thought of in furniture building and repair. Call attention to the upholstery work in cars, airliners, trains, buses, and boats.

Use the yellow pages of the telephone directory to find out how many upholsterers are listed for the community. If advertising appears, have individual children or small groups reproduce the advertisements for a bulletin board display. If no automobile upholstery repair shops are listed, plan to have one or more children get information from dealers about where to contact automobile upholsterers.

Have children write letters to dealers for the information.

A field trip to an upholsterer's would be of value to see working conditions. The work of upholstering is so slow and painstaking that the class would not be able to understand the time involved.

. . . identify helping or watching a parent as one way to learn a skill. PPO

Having an upholsterer or a parent experienced in home upholstering come to class might be a more valuable experience than a field trip. The resource person might be able to bring a piece of upholstery to work on in the classroom.

Furniture dealers and automobile agencies frequently have samples which show the construction of furniture.

There are certain physical, social, and emotional characteristics which make an individual unique.

Self-Development

There are certain physical, social, and emotional characteristics which make an individual unique.

Self-Development

... identify classmates who enjoy working alone and classmates who enjoy working in groups. PPO

Plan a class project in upholstery as well as individual projects. Start by having each child cover a box with fabric. Any of a number of uses for a box can be planned. A box for storage at school or home or red valentine boxes for each child could be made. Boxes are more easily covered with fabric than with paper.

Include measuring activities needed for making the covers.

... distinguish which children are more physically adept in working on an upholstery project. PPO

Plan the class project which is more difficult than simply covering an object. Springs and cushioning require pulling fabric taut. Secure:

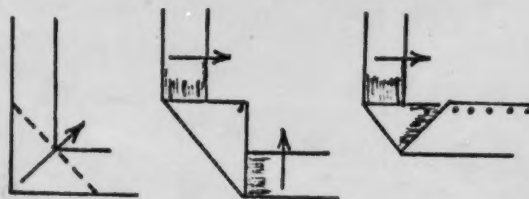
pieces of $\frac{3}{8}$ " to 1" plywood

pieces of foam rubber to cut the size of the plywood

fabric to cover the foam rubber and to be tacked to the plywood

tacks and hammers

Be sure to tack the material to the board in the middle of each side first. Corners can be treated in several ways. We suggest one easy way. Have children look at the corners of textbook bindings.



After step one and two, have the sides of fabric folded and tacked to the board.

Encourage children to be neat with the idea that purchasers expect neatly made products.

The board can be used as the top part of a footstool or as a pillow for use on the classroom floor.

"Re-Do," the REACT page, involves reading simple story problems. Before doing the page, have children actually plan how to cover a seat. The planning will be related to covering the foam and plywood pad suggested as a group activity.

"To Measure or Not" has some simple optical illusions. Ask children to select the object they think is correct. Encourage discussion. Have children measure all objects before marking the page. All objects are the same size.

SD/Level 2/1

"Re-Do"

SD/Level 2/2

"To Measure or Not"

RE-DO

A chair seat is to be recovered.

The seat is 30 units wide and 40 units long.

More material is needed to fold over the sides.

Add 2 units for each side of the seat.

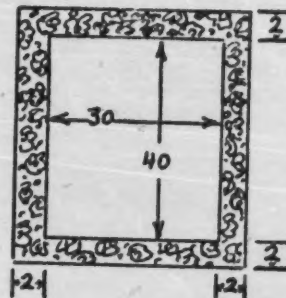
How many units wide will the material need to be?

_____ + _____ + _____ =
_____ units wide



How many units long will the material need to be?

_____ + _____ + _____ =
_____ units long



An upholsterer needs a piece of material.

The piece must be 36 units wide and 52 units long.

Unit sizes of pieces of material are:

36 by 40

40 by 50

48 by 52

38 by 60

32 by 54

42 by 48

Ring the pieces the upholsterer could use.

TO MEASURE OR NOT

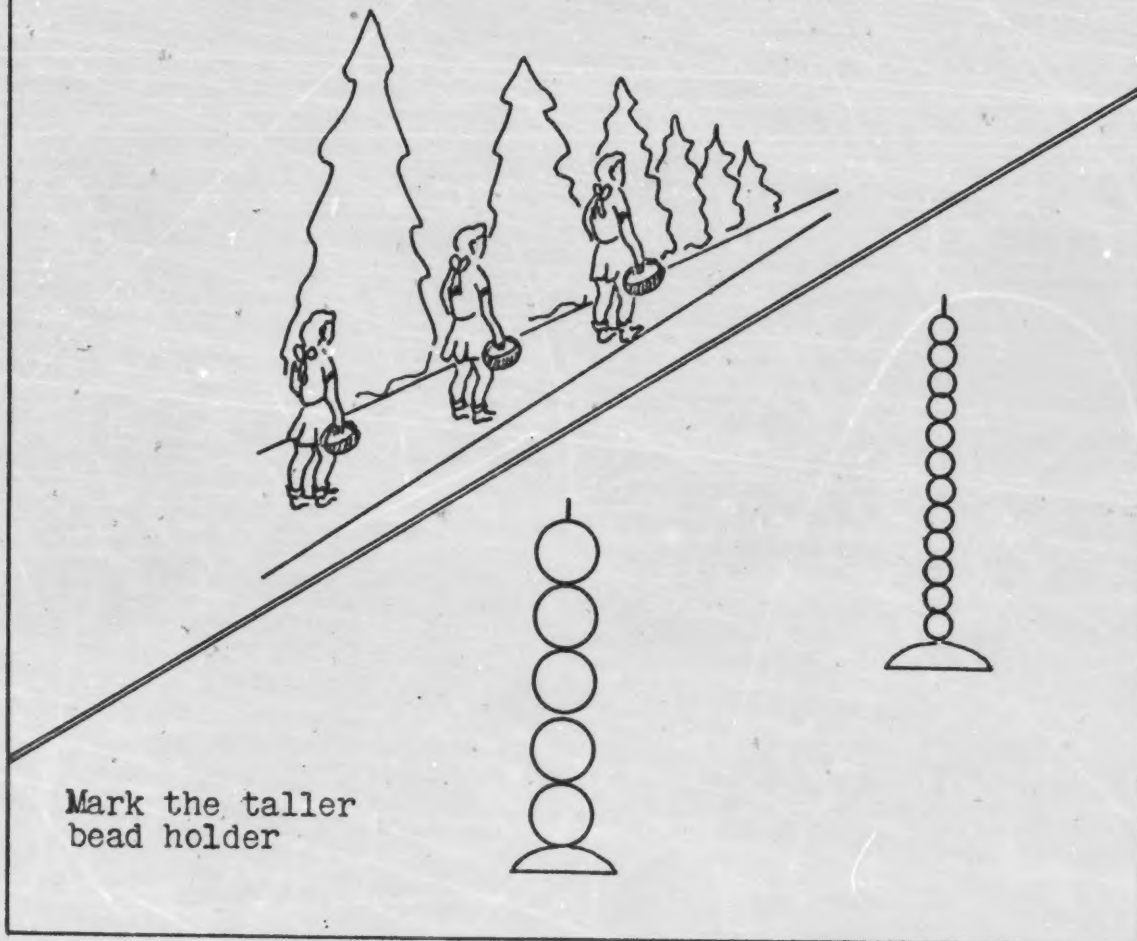
Use a ruler.

If objects are the same do not make a mark.

Mark the line that is longer.



Mark the picture of the tallest child.



OVER AND UNDER
Second Experience Level Activity

Performance Objectives

Self-Development Dimension

- . . . hold and use a pencil, scissors, or specified hand tool.*
- . . . identify classmates who enjoy tasks that involve working with their hands.*

Educational Awareness Dimension

- . . . identify manual dexterity as a skill used by an upholsterer.*
- . . . identify using a ruler for measurement as a knowledge used by an upholsterer.*
- . . . relate manual dexterity as a skill needed by workers in three different occupations.*

Subject Matter Concepts

Mathematics
Measurement
Length
Facts and Operations
Counting

Science
Scientific Method
Things can be compared
by measuring.

Preplanning Suggestions

Sample of webbing such as on a lawn chair
Construction paper to be used for making woven mats
Rulers with centimeter and inch markings
Visuals of workers who need manual dexterity (upholsterers, secretaries, athletes, etc.)

OVER AND UNDER

There are certain physical, social, and emotional characteristics which make an individual unique.

Self-Development

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

Upholsterers need manual skills. They tack, stretch fabric, glue, tie, rip, and sew. The list is as varied as the pieces on which an upholsterer works.

. . . hold and use a pencil, scissors, or specified hand tool. PPO

Children have the opportunity of using their hands in many classroom activities. Making woven paper mats is a simple activity which involves measuring, marking, and cutting which are all activities of an upholsterer.

. . . identify manual dexterity as a skill used by an upholsterer. PPO

. . . identify using a ruler for measurement as a knowledge used by an upholsterer. PPO

Have a sample of webbing for children to see. Yard furniture frequently has a light aluminum frame with woven strips for the back and seat.

Children can measure in inches or centimeters for strips and for the piece of paper used as the base for webbing. Accuracy is important for measuring, cutting, and the under-over pattern of weaving.

Have children look for examples of webbing in the objects that are used in daily life. Screens on windows, fabrics, and the lawn furniture are very evident samples.

There are certain physical, social, and emotional characteristics which make an individual unique.

Self-Development

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

. . . identify classmates who enjoy tasks that involve working with their hands. PPO

After children have completed a weaving activity, lead a discussion about enjoying or not enjoying the activity. Point out that many people work with their hands at very important tasks.

Provide continued practice using rulers, scissors, and pencils for children who need practice in the skills.

Help children identify other occupations in which manual dexterity is necessary.

. . . relate manual dexterity as a skill needed by workers in three different occupations. PPO

Provide a bulletin board area with space for mounting pictures of workers who are shown using their hands in their work.

The first REACT page requires the use of a ruler marked with inches and with centimeters. Avoid any idea about converting from inches to centimeters.

Measures are approximate because the tools for this age level are less than exact.

The second REACT page is a coloring page to show a woven design. Have two colors used alternately as in the activity children did in class. Simple counting is used to check the number of colored squares.

SD/Level 2/3

"Length"

SD/Level 2/4

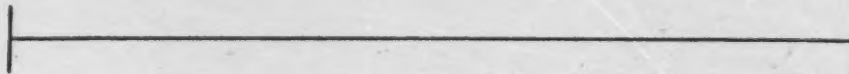
"Webbing"

LENGTH

Use a ruler.

Measure in inches.

Measure in centimeters.



about _____ inches

about _____ centimeters



about _____ inches

about _____ centimeters



about _____ inches

about _____ centimeters

My crayon box is about _____ inches long.

My shoe is about _____ inches long.

This sheet of paper is about _____ centimeters long.

This sheet of paper is about _____ centimeters wide.

WEBBING

Use two colors.

Make a woven design.

No touching squares may be the same color.

What colors did you use? _____

Are there the same number of squares of each
color? _____

How many squares of each color?

THE DESIGNING UPHOLSTERER
Second Experience Level Activity

Performance Objectives

Self-Development Dimension

- . . . identify classmates who persist until a problem is solved.*

Career Information Dimension

- . . . identify two tools an upholsterer uses.*
- . . . identify two classroom activities that are pleasant for some classmates and unpleasant for other classmates.*

Educational Awareness Dimension

- . . . identify using pattern pieces as an activity of the upholsterer.*

Subject Matter Concepts

Mathematics
Geometry
Manipulation of plane figures
Recognizing congruent figures

Preplanning Suggestions

Scrapbook or materials for making a scrapbook
Magazines and catalogs which show upholsterers at work
Visuals of upholsterer's tools
Square construction paper piece for each child, about 25 centimeters
or 9 inches
Scissors

THE DESIGNING UPHOLSTERER

Occupations require the use of specific materials and equipment.

Career Information

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

Upholsterers are frequently called upon to make individual designs. One cause for individual work is repair of torn and damaged fabrics. Other reasons are orders for special designs or fabrics.

. . . identify two tools an upholsterer uses. PPO

Suggest making a scrapbook for the "Upholsterer." Children could bring any snapshots or pictures they find in magazines which show an upholsterer at work. One section of the scrapbook could have pictures which show the variety of objects an upholsterer works on. A different section of the book could show tools an upholsterer uses.

. . . identify using pattern pieces as an activity of the upholsterer. PPO

Use the scrapbook pictures to introduce the idea that upholsterers must be able to cut materials to fit certain areas. Point out the similarity between working puzzles and putting pieces of a pattern together.

Children usually enjoy puzzles and games if there is a chance of arriving at a solution.

A simple class activity is to give each child a piece of square paper. Colored construction paper in 9-inch squares is easiest for the teacher to cut and a good size for children to use. Have paper folded corner to corner so that four triangles are formed. The four triangles are then cut apart.

There are certain physical, social, and emotional characteristics which make an individual unique.

Self-Development

The individual worker determines which aspects of an occupation may be pleasant or unpleasant.

Career Information

Use the vocabulary terms "triangle," "rectangle," and "square" as you talk about the pieces. Have children reassemble the four pieces in a variety of ways. Avoid rigidity in specifying what shape is to be made. Rather, admire a shape one child has made in the hope of encouraging others to try for the same shape. Fitting patterns on fabric is really a sort of puzzle for the upholsterer. There is really no correct solution. Several ways of placing the pattern may be equally successful.

. . . identify classmates who persist until a problem is solved.

. . . identify two classroom activities that are pleasant for some classmates and unpleasant for other classmates. PPO

Have the class look at the "free time" materials that are available in the classroom. Discuss which ones are preferred by individual children. Indicate the puzzles and games which might be related to the idea of making and using patterns or designs.

The first RE/CT page, "Shapes Change," requires two square pieces of paper cut the same size. Colored construction paper would be best. Children are to set pieces of paper into specific shapes.

"Comparing" identifies some characteristics of a child and one classmate. Encourage children to pick until everyone is chosen. This should be done on an individual basis unless classmates work as teams.

SD/Level 2/5

"Shapes Change"

SD/Level 2/6

"Comparing"

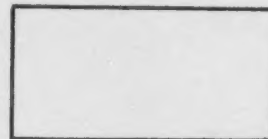
SHAPES CHANGE



Square



Triangle



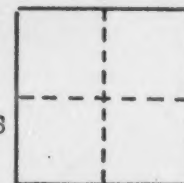
Rectangle

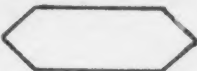
Have two squares of paper the same size.

Fold like this
Cut on the folds



Fold like this
Cut on the folds



1. Use all 8 pieces to make 1 big square.
2. Use 4 triangles to make 1 rectangle.
3. Use 2 squares and 2 triangles to make this shape. 
4. Use 2 triangles to make this shape. 
5. Use all 8 pieces to make 1 big rectangle.

Use the triangles, squares, and rectangles to make other shapes.

COMPARING

Pick a classmate.

Answer questions about that classmate and you.

Your name _____

Classmate's name _____

What is the color of your eyes? _____

What is the color of your classmate's eyes? _____

What is the color of your hair? _____

What is the color of your classmate's hair? _____

Who is taller? _____

Who is shorter? _____

What is your favorite food? _____

What is your classmate's favorite food? _____

What is your favorite color? _____

What is your classmate's favorite color? _____

RELATED MATERIALS

Beginning Responsibility: Rules at School (Film, Color, 11-min.) Coronet Instructional Films, Coronet Building, 65 East South Water Street, Chicago, Illinois 60601, 1964.

Come to Work with Us (Set of Books) Sextant Systems, Inc., 3048 North 34th Street, Milwaukee, Wisconsin 53210, 1970.

Factory, The: How a Product Is Made (Film, Color, 14-min.) Bailey Film Associates, 2211 Michigan Avenue, Santa Monica, California 90404, 1972.

How Things Are Made (Sound Filmstrip) Eye Gate House, Inc., 146-01 Archer Avenue, Jamaica, New York 11435, 1973.

Kingdom of Could Be You, The: Careers in Manufacturing (Film, Color, 4-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611, 1973.

People Who Work in Factories, People Who Work in Offices, People Who Work in Stores (Film, Color, 11-min. each) Coronet Instructional Films, Coronet Building, 65 East South Water Street, Chicago, Illinois 60601, 1972.

Values Series (7 Films, Color, 11-min.) Bailey Film Associates, 11559 Santa Monica Boulevard, Los Angeles, California 90025, 1972.

What Does Your Dad Do? (Sound Filmstrip) Carlton Films, Box 56, Beloit, Wisconsin 53511, 1971.

UPHOLSTERERS

Upholstered furniture that has become old and worn is reconditioned by furniture upholsterers. These craftsmen replace worn furniture fabric, repair broken frames, or replace or repair bent springs, webbing, and other worn parts of furniture. The upholsterer usually places the piece of furniture on padded wooden horses so that he may work at a convenient level. Using a tack puller or chisel and mallet, he pulls out the tacks that hold the fabric in place and removes the fabric. He also may remove padding and burlap that cover the springs. He examines the springs and removes the broken or bent ones. If the webbing that holds the springs in place is worn, all of the springs and the webbing may be ripped out. The upholsterer then repairs the frame by regluing loose sections and refinishing worn wooden arms.

To reupholster the furniture, the upholsterer first tacks strips of webbing to the frames. Next, he sews new springs to the webbing and ties each spring to the adjoining ones, securing the outside springs to the frame. He then uses burlap, filling, and padding to cover the springs and sews the padding to the burlap. Finally, after covering the padding with muslin and new fabric, he attaches these materials to the frame and makes sure that they are smooth and tight. He completes the job by sewing or tacking on fringe, buttons, or other ornaments ordered by the customer.

Upholsterers use a variety of hand tools in their work, including tack and staple removers, pliers, hammers, and shears. They also use special tools such as webbing stretchers and upholstery needles. Upholsterers who work in small shops lay out patterns and use hand shears or machines to cut the upholstery fabric. They also operate sewing machines to form new upholstery covers. In large shops, however, seamstresses usually perform these tasks. Sometimes upholsterers pick up and deliver furniture. Those who own their own shops order supplies and equipment, keep business records, and perform other managerial and administrative tasks.

More than one-half of about 32,000 furniture upholsterers employed in 1968 worked in small shops, frequently having fewer than eight employees. Many upholsterers also were employed by furniture stores, and a few worked for organizations--movie theaters, hotels, motels, and others--that maintain their own furniture. Almost one-half the upholsterers employed in 1968 worked in New York, California, Pennsylvania, Texas, Illinois, and Ohio.

The most common way to learn this trade is complete informal on-the-job training in an upholstery shop. Prospective upholsterers are hired as helpers to perform simple jobs, such as removing old fabric, paddings, and springs from furniture. As they gain experience, they perform more complex tasks, such as installing webbing and springs and sewing on upholstery fabric and trimming. Inexperienced helpers may become skilled upholsterers after about three years of on-the-job training.

Upholsterers can learn their skills while employed as plant workers in furniture factories by performing a variety of plant jobs that are closely related to furniture upholstery. They also may learn through vocational or high school courses that include chair caning, furniture making, textile

fabrics, and upholstery repair. However, on-the-job training is required before these workers qualify as journeymen.

Young people interested in becoming furniture upholsterers should have good manual and finger dexterity and be able to do occasional heavy lifting. An eye for detail, ability to distinguish between colors, and a flair for creative work are helpful.

Hourly rates for upholsterers depend on factors such as level of skill, the length of time they have been employed, and the type and geographic location of the establishment in which they work. Rates in the South, in 1968, were generally lower than those in the North and West.

Upholstery shops often are spacious, adequately lighted, and well ventilated and heated. However, dust from padding and stuffing sometimes is present. Upholsterers stand while they work and do a considerable amount of stooping and bending. They may work from awkward positions for short periods of time. Upholstery work is generally safe, although minor cuts from sharp tools and back strain from lifting and moving heavy furniture are not uncommon.

Automobile trimmers are skilled upholsterers who custom make coverings for automobile seats, floors, and door panels; convertible tops; and other items. They determine the dimensions of each piece of vinyl, leatherette, broadcloth, or other material to be used and mark the material for cutting. Automobile upholsterers also repair upholstery that has been torn, cut, burned, or damaged. Trimmers and installation men use a variety of hand tools including shears, knives, screwdrivers, special pliers, various types of wrenches, tack hammers, mallets, and tape measures. They also use heavy-duty sewing machines and power tools.

Adapted from: Occupational Outlook Handbook, 1970-71 edition.
U. S. Department of Labor, Washington, D. C.
pp. 521, 533-535.

Development Self Development Self Development Self Development

SECOND EXPERIENCE LEVEL

CAREER DEVELOPMENT FOCUS: An individual's feelings and the feelings of others relate to commonly held beliefs and customs.

OCCUPATIONAL FOCUS: Meteorologist

ACTIVITIES

IN THIS INFUSION STRATEGY

1. Weather Measures
2. Wind Indicators
3. So They Say



650

667

Teacher Goals

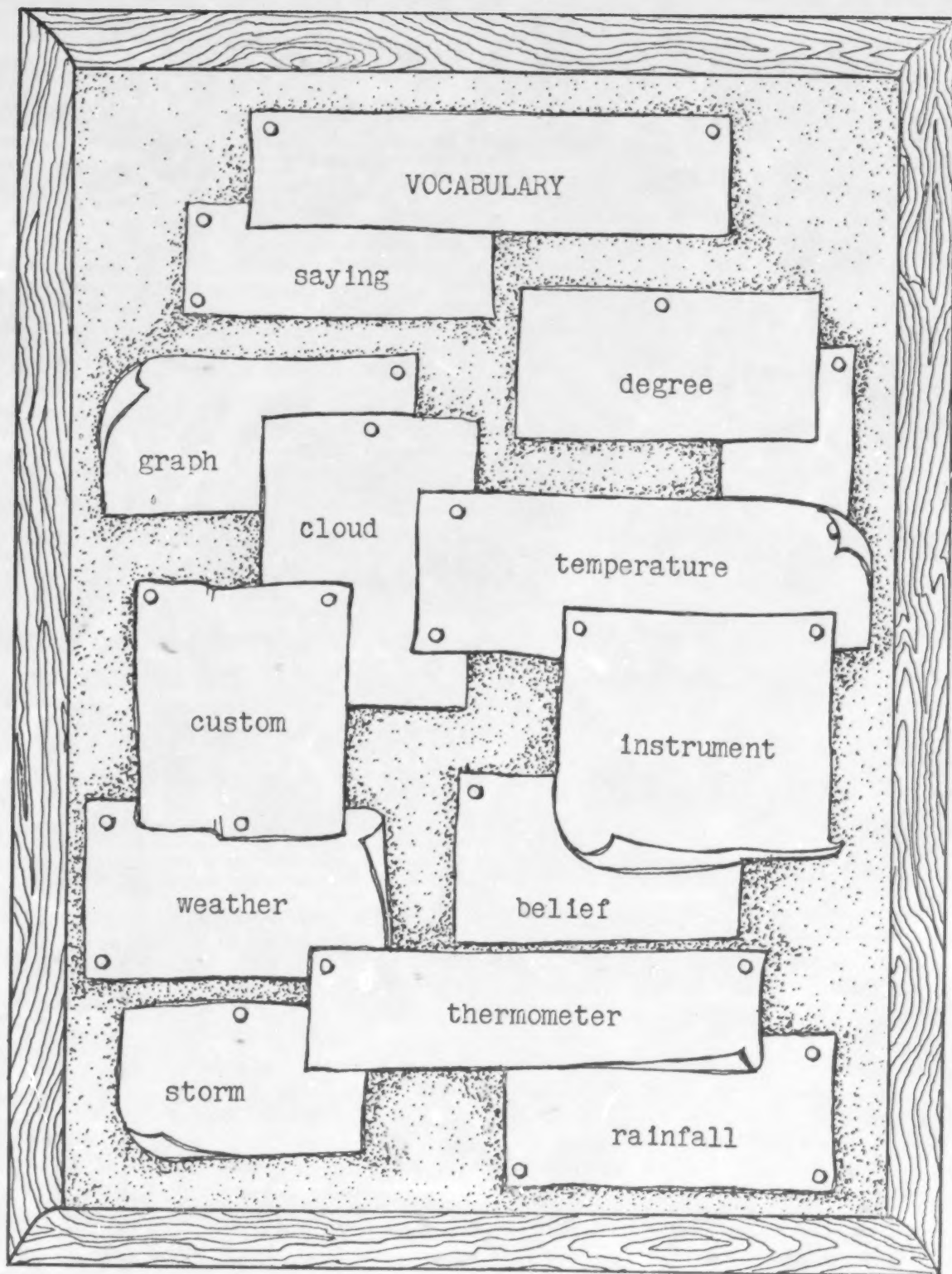
Teacher goals of this strategy combine a Self-Development Dimension subconcept with subconcepts from Attitudes and Appreciations, Career Information, and Educational Awareness, and subject matter concepts for the occupation of Meteorologist. In this perspective the teacher's goals are to:

Structure experiences in which children can consider different beliefs and customs.

Guide pupils in awareness of the informative role of the weatherman.

Help children apply their own skills to tasks performed by a weatherman.

Draw attention to legendary stories and ideas about the weather.



WEATHER MEASURES

Second Experience Level Activity

Performance Objectives

Self-Development Dimension

- . . . *discuss weather reports as examples of individual and group needs.*

Attitudes and Appreciations Dimension

- . . . *identify at least one contribution made to society by a meteorologist.*

Career Information Dimension

- . . . *use properly in conversation a given number of vocabulary terms connected with a weatherman's work.*

Educational Awareness Dimension

- . . . *identify at least two weather facts that one has learned in school.*

Subject Matter Concepts

Mathematics
Figural
Graphs
Maps and charts
Measurement
Temperature
Calendar

Science
Earth and Sky
Local weather conditions
Water and air together
Weather maps

Preplanning Suggestions

Weather reports for at least a week
Thermometers
Weather maps from newspapers for bulletin board
Graph paper for showing comparative data

WEATHER MEASURES

Career-oriented learning may take place in school or out of school.

Educational Awareness

Occupations have their own vocabularies.

Career Information

An individual's feelings and the feelings of others relate to commonly held beliefs and customs.

Self-Development

This activity involves collecting weather data and recording it on graphs. Use a regularly appearing national weather report as a source for data. This could be the standard weather map from a newspaper, the television weather report, or a radio weather report.

. . . identify at least two weather facts that one has learned in school. PPO

. . . use properly in conversation a given number of vocabulary terms connected with a weatherman's work. PPO

Whatever the source for the data, guide children in identifying and organizing the measurements chosen for collection. Choose one or two locations in addition to your own city and keep weather records for several consecutive days. Figures dealing with temperatures could be a minimum consideration for most pupils. More capable individuals may want to consider items such as rainfall or wind velocity as well.

Individual collections of weather maps and/or accumulative bulletin board display can provide ready references for data. Likewise, numbers for particular temperatures, etc. may be jotted down as they are broadcast or telecast. Help children apply their collections of data to graph forms.

. . . discuss weather reports as examples of individual and group needs. PPO

Completion of a worthwhile task has value for the worker and for society.

Attitudes and Appreciations

... identify at least one contribution made to society by a meteorologist. PPO

Discuss with children how the meteorologist helps people to plan certain activities and to understand their environment. What kinds of information does the meteorologist provide? What other workers are especially concerned with weather reports and forecasts? How does the weather forecast affect each of us?

Aim for eventual awareness of the work of the meteorologist as concern for the conditions of the air--in terms of heat, moisture, and movement. Spectacular events such as thunderstorms, hurricanes, etc. might be understood as excesses of one or more of these considerations.

The REACT pages direct the pupils to measure temperature changes. The first page has exercises which the child reads and records information on a thermometer. The second exercise requires the child to mark the thermometer to show a given temperature.

The second REACT page involves a class activity. Place a thermometer in a place children select. Decide what times the temperature should be read. After temperature is determined each child can record the information on his REACT page.

SD/Level 2/7

"Heat for a Day"

SD/Level 2/8

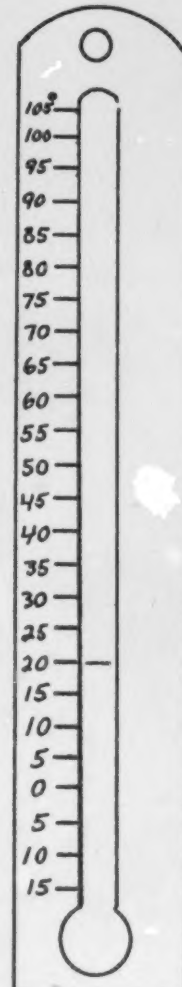
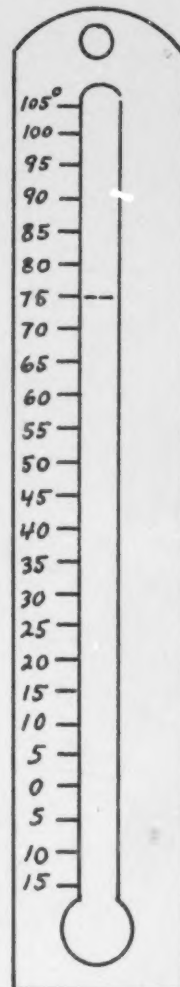
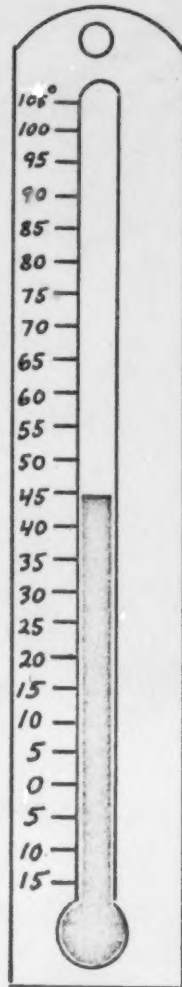
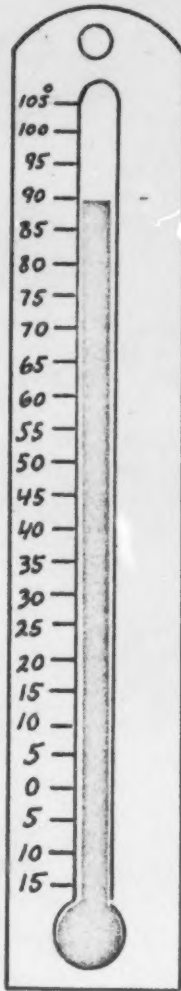
"Heat Today"

HEAT FOR A DAY

Temperature is measured with a thermometer.

What temperature is shown?

Color the thermometer to show the temperature.



Which temperature is hottest? _____

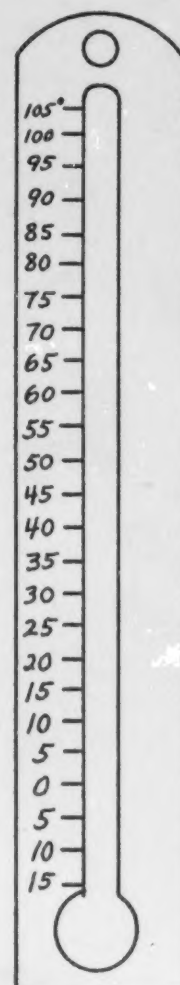
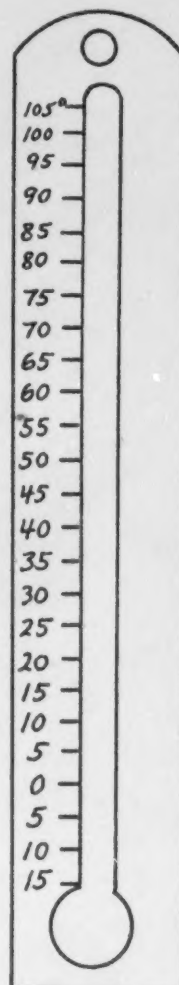
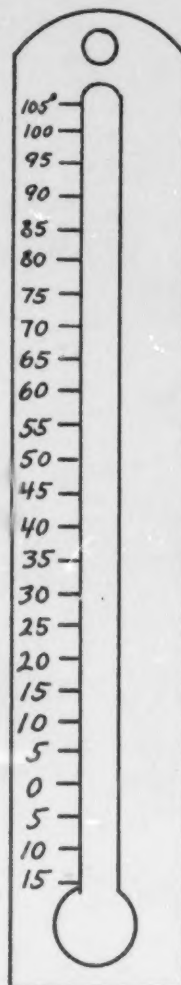
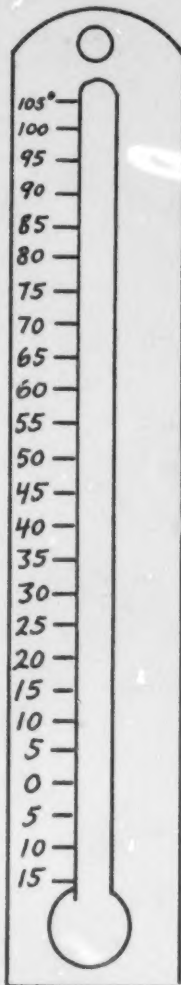
Which temperature is coldest? _____

HEAT TODAY

Keep track of temperature at school.
Find a place to put a thermometer.
Mark the thermometers on this page.
Choose a different time for each thermometer.

Date

Time



Degrees

WFO INDICATORS

Second Experience Level Activity

Performance Objectives

Self-Development Dimension

. . . *describe at least one legendary belief about the wind.*

Career Information Dimension

. . . *tell how a weather vane works.*

Educational Awareness Dimension

. . . *identify at least one fact about wind measurement learned outside of school.*

Subject Matter Concepts

Science

Earth and Sky

Local weather conditions

Scientific Method

Use of senses to gather
data

Investigative and evaluative
techniques vary.

Language Arts

Listening and Speaking

Discussion skills

Noting and remembering
details

Writing Skills

Short answers

Preplanning Suggestions

Visuals of weather vanes (Physical models might be available.)
Stories, poems, and books about the effect of wind

WIND INDICATORS

Occupations require the use of specific materials and equipment.

Career Information

Career-oriented learning may take place in school or out of school.

Educational Awareness

This activity deals with the two major features of air movement--direction and velocity.

. . . tell how a weather vane works. PPO

. . . identify at least one fact about wind measurement learned outside of school. PPO

Start the idea of wind observations with a discussion of weather vanes. Have pictures available for illustration. Some children may know about the special wind direction equipment used by airports.

Encourage pupils to think of other ways to check the wind's direction. What can we see from the classroom window that shows movements of the wind (e.g., smoke, flags, litter)? How can a flag or other object show both direction and velocity of wind?

Take children outside to experiment with different methods for checking wind movements (e.g., drop a handful of blades of grass, hold a ribbon at one end, observe movements of clothing). Help children notice that wind direction varies. A flag flaps rather than blowing straight in one direction. The general velocity can be determined by the movement of the flag.

Discuss how the movements of the air affect workers in different occupations--airline pilots, baseball or football players, farmers, fishermen, construction workers, etc.

An individual's feelings and the feelings of others relate to commonly held beliefs and customs.

Self-Development

... describe at least one legendary belief about the wind. PPO

Study of the wind can offer opportunity for fictional stories about the winds and/or beliefs that other people may have had about the wind.

Read poetry and stories about the wind.

Ask children to tell about personal experiences they have had with the wind. Suggest that each child draw a picture of how wind has affected him at some time.

The first REACT page presents a series of questions about how wind might affect particular games children play. Help children anticipate the questions by reviewing briefly the ideas discussed about different occupations as they might be affected by the wind. The written responses in the bottom section could be the activities discussed in the upper section of the page.

The second REACT page has pictures to mark. Children are to decide which objects would need wind to make the object useful. Encourage children to explain their answers.

SD/Level 2/9

"When the Wind Blows"

SD/Level 2/10

"We Need Wind"

WHEN THE WIND BLOWS

How does the wind make a difference when you play baseball?

How does the wind make a difference when you play dodgeball?

How does the wind make a difference when you run in a race?

How does the wind make a difference when you play checkers?

How does the wind make a difference when you go swimming?

How does the wind make a difference when you ride a bicycle?

What would you not want to play on a windy day? Tell why.

What would you especially like to play on a windy day?

Tell why. _____

WE NEED WIND

Mark the pictures that need wind to make them useful.



SO THEY SAY

Second Experience Level Activity

Performance Objectives

Self-Development Dimension

- . . . *state one's own feelings regarding at least one saying about the weather.*

Attitudes and Appreciations Dimension

- . . . *relate the services of a meteorologist to common sayings about the weather.*

Career Information Dimension

- . . . *list a given number of materials and equipment used by a meteorologist.*

Educational Awareness Dimension

- . . . *identify at least one saying about the weather learned at school.*

Subject Matter Concepts

Language Arts

- Listening and Speaking
 - Discussion skills
 - Noting and remembering details
 - Listening for information
- Reading
 - Beginning vowel and consonant sounds
 - Judgments of stories, characters
 - Cause-effect organization
- Writing Skills
 - Spelling words grouped by ideas

Science

- Scientific Method
 - Investigative and evaluative techniques vary.
 - Use of senses to gather data
 - Special instruments help us observe.
- Earth and Sky
 - Local weather conditions
 - Use thermometer, study clouds, rain, sunshine, wind

Preplanning Suggestions

Resource people to visit the class to discuss weather

Books with weather sayings

A bulletin board display area

Resource materials about the tools of the meteorologist--books,
films, etc.

SO THEY SAY

An individual's feelings and the feelings of others relate to commonly held beliefs and customs.

Self-Development

This activity seeks to relate sayings and beliefs about the weather to modern methods of observation and forecasting.

Invite a panel of three or four adults from the community to visit the classroom and discuss thoughts about the weather. It would be good if at least one of these persons can be someone working in some phase of meteorology or weather reporting. Brief these people ahead of time about what you want them to cover and how to go about it.

. . . state one's own feelings regarding at least one saying about the weather. PPO

Have the panel members use sayings or stories about the weather to get things started. For example:

Red sky at night, sailors delight.
Red sky at morning, sailors take warning.

When clouds move down and turn dark gray,
A rainy spell is on the way.

A ring around the sun or moon
Brings rain or snow upon you soon.

"It's going to rain. I feel it in my bones."

Groundhog Day tradition

Discuss these and any others the guests or children might know from the viewpoint of validity and possible basis for origination. Imagine how primitive people may have thought about various weather phenomena (e.g., Thor, the thunder god of the Vikings; Indian rain dances; etc.).

Career-oriented learning may take place in school or out of school.

Educational Awareness

Specialized occupations result in an interdependent society.

Attitudes and Appreciations

Occupations require the use of specific materials and equipment.

Career Information

. . . identify at least one saying about the weather learned at school. PPO

. . . relate the services of a meteorologist to common sayings about the weather. PPO

. . . list a given number of materials and equipment used by a meteorologist. PPO

A second phase of the discussion should compare the specific tasks of the modern methods of anticipating the weather and its effects on human activities. How does the meteorologist collect and organize data? What instruments does he use? How do different people depend upon his information?

The REACT page lists five simple statements. The pupil is to indicate whether or not he believes each statement. Assign groups of three or four to share and compare their individual responses. Help them to discuss the normality of differing customs and beliefs.

The second REACT page asks for weather words. The letters at the bottom of the page are to suggest words. Each letter is a beginning letter of a weather word.

cold	sleet
hot	storm
cloud	dry
wet	hot
snow	fog

SD/Level 2/11

"Yes or No"

SD/Level 2/12

"Name the Kind"

YES OR NO

Here is a list of statements.

If you believe a statement, draw a ring around YES.

If you do not believe a statement, draw a ring around NO.

- | | | |
|--|-----|----|
| 1. The earth is flat. | YES | NO |
| 2. The sky is blue. | YES | NO |
| 3. Cereal is to eat at breakfast. | YES | NO |
| 4. Rainy days are not nice. | YES | NO |
| 5. Arithmetic is easier than spelling. | YES | NO |

Match your answers with those of some of your friends.

Which ones do all of you agree on? _____

Which ones show different feelings? _____

Why are some feelings different? _____

NAME THE KIND

Think of as many different weather words as you can.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Hint: The letters below are at the beginning of some weather words.

c	h	c	w	s
s	d	h	f	s

RELATED MATERIALS

Adventures of the Lollipop Dragon (Sound Filmstrip) Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614, 1970.

Families and Weather: What's the Weather Like? (Film) McGraw-Hill Book Company, Inc., 330 West 42nd Street, New York, New York 10036, 1967.

I Like Weather (Book) Janina Domanska. Thomas Y. Crowell Company, 201 Park Avenue South, New York, New York 10003, 1963.

Kingdom of Could Be You, The: Careers in Environmental Protection (Film, Color, 4-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611, 1973.

Let's Find Out About the Weather (Book) David C. Knight. F. Franklin Watts, Inc., 575 Lexington Avenue, New York, New York 10022, 1967.

Our Working World (Multi-Media) Lawrence Senesh. Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611, 1972.

Science for Beginners (Film, Color, 11-min.) Coronet Instructional Films, Coronet Building, 65 East South Water Street, Chicago, Illinois 60601, 1970.

See the First Star (Book) Norma Simon. Albert Whitman and Company, 560 West Lake Street, Chicago, Illinois 60606, 1968.

Way the Sun Disappeared, The (Book) John Hamburger. W. W. Norton and Company, Inc., 55 Fifth Avenue, New York, New York 10003, 1964.

Weather Station (Film, B/W, 11-min.) McGraw-Hill Films, 330 West 42nd Street, New York, New York 10036, 1969.

What Does the Tide Do? (Book) Jean Kinney. Young Scott Books, Reading, Massachusetts 01867, 1966.

METEOROLOGISTS

Meteorology is the study of atmospheric phenomena--not only of the earth, but of all celestial bodies. Meteorologists attempt to describe and understand the atmosphere's constituents, motions, processes, and influences. Their knowledge helps solve many practical problems in agriculture, transportation, communications, health, defense, and business.

Meteorologists usually specialize in one branch of the science. Weather forecasters known professionally as synoptic meteorologists, are the largest group of specialists. They interpret current weather information (such as air pressure, temperature, humidity, wind velocity) reported by observers in many parts of the world and by radiosondes and weather satellites to make short- and long-range forecasts for specific regions. Climatologists analyze past records on wind, rainfall, sunshine, temperature, and other weather data for a specific area to determine the general pattern of weather which makes up the area's climate. Dynamic meteorologists investigate the physical laws governing atmospheric motions. Physical meteorologists study the physical nature of the atmosphere, including its chemical composition and electrical, acoustical, and optical properties; the effect of the atmosphere on the transmission of light, sound, and radio waves; and the factors affecting the formation of clouds, precipitation, and other weather phenomena. Meteorological instrumentation specialists develop the devices that measure, record, and evaluate data on atmospheric processes. Specialists in applied meteorology, sometimes called industrial meteorologists, study the relationship between weather and specific human activities, biological processes, and agricultural and industrial operations. For example, they make weather forecasts for individual companies, attempt to induce rain or snow in a given area, and work on problems such as smoke control and air pollution abatement.

Approximately one-third of all civilian meteorologists perform research on ways to modify weather, weather conditions affecting the behavior of forest fires, and other problems. Another one-third are engaged primarily in weather forecasting and about one-fourth manage or administer forecasting and research programs. In both weather forecasting and research, meteorologists use electronic computers to process large amount of data.

A number of meteorologists teach or do research--frequently combining the two activities--in universities or colleges. In colleges without separate departments of meteorology, they may teach geography, mathematics, physics, chemistry, or geology, as well as meteorology.

More than 4,000 civilian meteorologists were employed in the United States in 1968; only about 3 percent were women. The Environmental Science Services Administration (ESSA), which includes the Weather Bureau, employed by far the largest number of civilian meteorologists--nearly 2,000--at 300 stations in all parts of the United States, the polar regions, Puerto Rico, Wake Island, and other Pacific area sites. A few worked for other federal government agencies. The Armed Forces employed about 300 civilian professional meteorologists.

Nearly 700 meteorologists worked for private industry. Commercial airlines employed several hundred to forecast weather along flight routes and to brief pilots on atmospheric conditions. Others worked for private weather consulting firms, which provided special weather information for a fee, for companies that designed and manufactured meteorological instruments, and for large firms in aerospace, insurance, utilities, and other industries.

Colleges and universities employed about 800 meteorologists in research and teaching. Several hundred others worked for state and local governments and for nonprofit organizations.

In addition to these civilian meteorologists, more than 3,000 officers and 1,500 enlisted members of the Armed Forces were engaged in forecasting and other meteorological work in 1968. About four-fifths were on active duty in the Air Force.

A bachelor's degree with a major in meteorology is the usual minimum educational requirement for beginning meteorologists in weather forecasting. However, a bachelor's degree in a related science or in engineering is acceptable for many positions, provided the applicant has credit for courses in meteorology.

For research and teaching and for many top-level positions in other meteorological activities an advanced degree is essential, preferably in meteorology, although persons having graduate degrees in other sciences also may qualify if they have taken advanced meteorology, physics, mathematics, and chemistry.

The employment outlook for civilian meteorologists is expected to be favorable through the 1970's.

Meteorologists having advanced degrees will be in demand to conduct research, teach in colleges and universities, and engage in management and consulting work. The advent of weather satellites, manned spacecraft, world circling weather balloons, new international cooperative programs, and the use of electronic computers to make weather forecasts have expanded greatly the boundaries of meteorology and opened new fields of activity in the study of weather on a global scale. Meteorologists will be in demand to develop and improve instruments used to collect and process weather data.

Employment opportunities for meteorologists with commercial airlines, weather consulting services, and other private companies also are expected to increase, as the value of weather information to all segments of our economy receives further recognition. This recognition also may create opportunities in research positions with private research organizations and colleges and universities. The number of teaching positions for meteorologists also should rise, primarily because of anticipated increases in total college enrollments and in meteorology programs.

In addition, there will be a continuing demand for meteorologists to work in existing programs, such as weather measurements and forecasts, storm and flood forecasts, and research on the problems of severe storms, turbulence, and air pollution.

Jobs in weather stations which are operated on a 24-hour, 7-day week basis often involve night work and rotating shifts. Most stations are at airports or are placed in or near cities; some are in isolated and remote areas.

Adapted from: Occupational Outlook Handbook, 1970-71 edition.
U. S. Department of Labor, Washington, D. C.
pp. 139-141.

MAY I HELP YOU?

SECOND EXPERIENCE LEVEL INFUSION STRATEGY

CAREER DEVELOPMENT FOCUS: An individual has social, physical, and intellectual aptitudes for various tasks.

OCCUPATIONAL FOCUS: Secretary

ACTIVITIES IN THIS INFUSION STRATEGY

1. Correct Form
2. Who Is Calling?
3. Here It Is



Teacher Goals

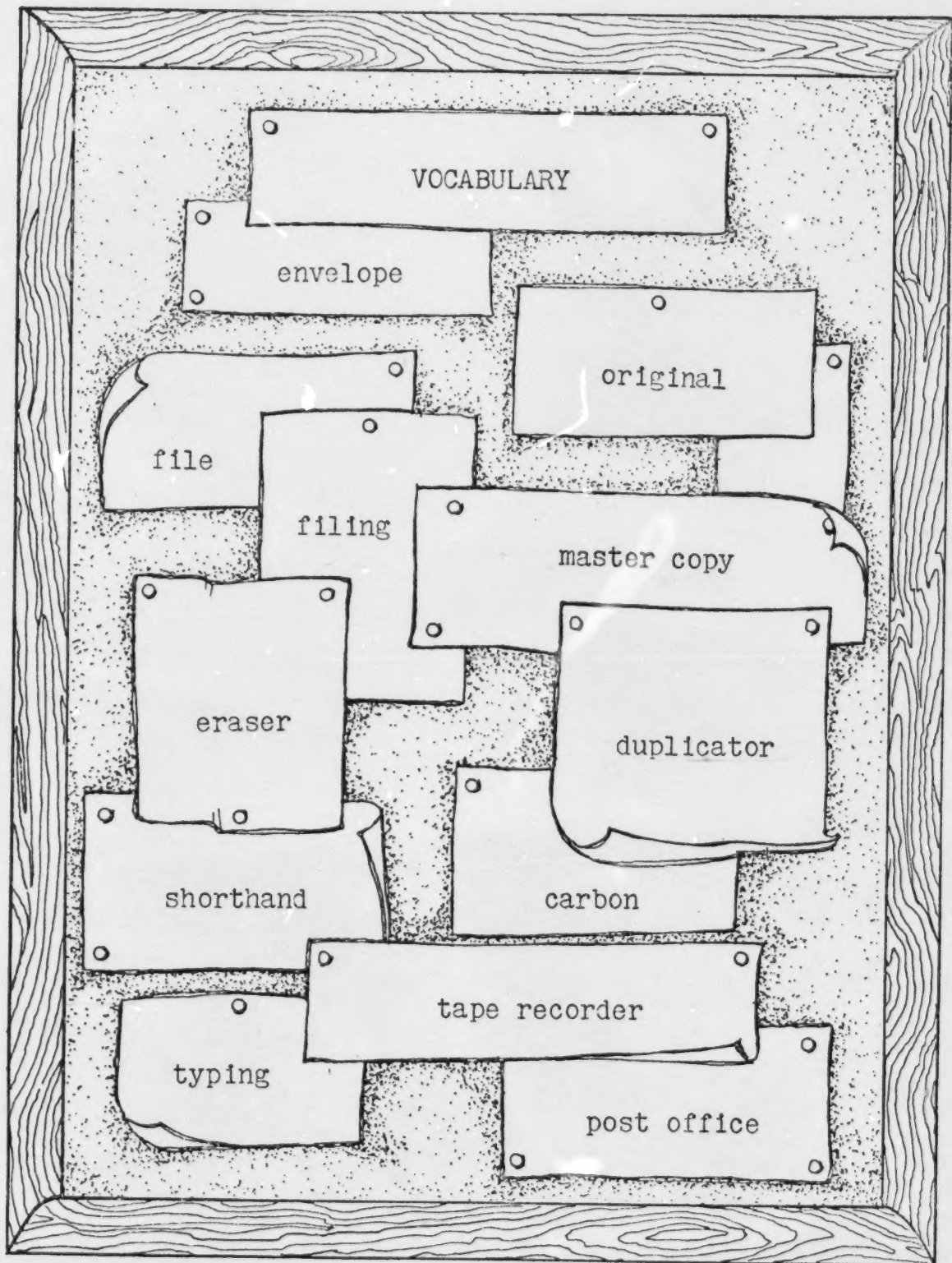
Teacher goals of this strategy combine a Self-Development Dimension subconcept with subconcepts from Attitudes and Appreciations, Career Information, and Educational Awareness, and subject matter concepts for the occupation of Secretary. In this perspective the teacher's goals are to:

Stimulate pupil interest in the variety of things they do that relate to the work of a secretary.

Establish understanding that aptitude might not be related to interest.

Provide opportunities to develop behaviors for which one has interest but not aptitude.

Expand understanding of opportunities to participate in many kinds of activities.



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CORRECT FORM

Second Experience Level Activity

Performance Objectives

Self-Development Dimension

- . . . *identify one or more tasks of a secretary that matches one's own aptitudes.*

Attitudes and Appreciations Dimension

- . . . *describe how and why one should assume responsibility for one's own spelling.*

Educational Awareness Dimension

- . . . *describe basic educational requirements for a secretary.*

Subject Matter Concepts

Language Arts

Reading

Making judgments of stories and characters

Dictionary

Listening and Speaking

Asking pertinent questions

Listening for information

Writing Skills

Spelling words

Writing a letter

Preplanning Suggestions

Secretaries to interview in class
Dictionaries, spelling lists

CORRECT FORM

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

Work involves the acceptance of responsibility for a task.

Attitudes and Appreciations

The secretary in a small office has a variety of tasks. In a large office a secretary may have only one or two tasks. The general qualifications remain pretty much the same.

. . . describe basic educational requirements for a secretary.

PPO

Ask the school secretary and secretaries from several businesses or professional offices to come to class for a panel interview. Encourage children to have questions prepared about educational requirements. Plan to find out which subject matter skills are needed and how a secretary uses those skills.

Typing is one skill that is usually required. There is probably no typewriter available for the class; however, children probably can identify a typewriter by sight. Children might be interested in knowing that rhythm is important to a typist. Have children practice moving their fingers in time to rhythmic records. Perhaps a business teacher can meet with the class to discuss how typing is taught.

Ability to spell and to use a dictionary are requirements for most secretaries.

Set up a letter format for children to use. Find reasons for the class or individuals to write letters.

. . . describe how and why one should assume responsibility for one's own spelling. PPO

Spelling and dictionary skills should be taught in reference to secretaries. Children should be taught to look back over their own written work for

An individual has social, physical, and intellectual aptitudes for various tasks.

Self-Development

spelling errors. Avoid exercises which are devoted to finding errors. Children at this level should see the correct form rather than looking for incorrect forms.

. . . identify one or more tasks of a secretary that matches one's own aptitudes.
PPO

Elicit from individuals things they like to do that a secretary does. Indoor, quiet activities are probably more related to secretarial tasks than rough outdoor play.

The first REACT page asks for a child to select from given activities the one that that child does best and the one that is easiest.

The second REACT page requires children to express what they like to do at different times.

Both pages are related to the subconcept for Self-Development.

SD/Level 2/13

"Easy, Easier, Easiest"

SD/Level 2/14

"Alone or Together"

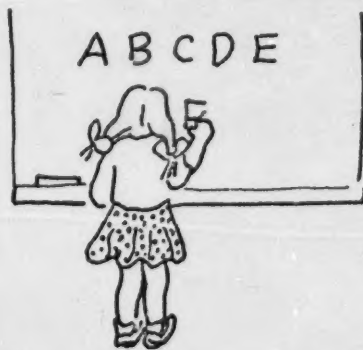
EASY, EASIER, EASIEST

Look at the pictures.

Put a line under what you do best.

Ring what you like to do best.

Tell why.



ALONE OR TOGETHER

Draw a picture.

or

Write a sentence.

What do you like to do alone?

What do you like to do with someone else?

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WHO IS CALLING?

Second Experience Level Activity

Performance Objectives

Self-Development Dimension

- . . . *identify meeting new people as an activity one enjoys or finds difficult.*
- *identify liking to work with others as a social aptitude one has or does not have.*
- . . . *identify listening and spelling as abilities needed for taking accurate messages.*

Career Information Dimension

- . . . *identify ability to interact with people as one job of a secretary.*

Educational Awareness Dimension

- *identify practice as an effort to learn.*

Subject Matter Concepts

Language Arts

- Listening and Speaking
- Listening for information
- Writing Skills
- Write topic sentences

Social Studies

- Sociology-Anthropology
- Individual characteristics
- Manners

Preplanning Suggestions

- Toy telephone
- Appointment calendar
- Short stories or paragraphs to read to children (See REACT page.)
- Tapes with messages from which children can take notes
- Mimeographed note pads for each child (See activity for format.)

WHO IS CALLING?

Occupations require special personal characteristics.

Career Information

A secretary meets callers and answers phone calls as part of her job. Develop skills and understanding of how to answer a telephone for a business.

. . . identify ability to interact with people as one task of a secretary. PPO

An individual has social, physical, and intellectual aptitudes for various tasks.

Self-Development

Dramatize situations in which a secretary would be a receptionist. The secretary would meet people, take messages, and keep the appointment calendar for the office. Plan the dramatizations so that the secretaries show the acceptable and unacceptable behaviors when talking to people.

. . . identify meeting new people as an activity one enjoys or finds difficult. PPO

Plan to have a hostess or host in the classroom to greet visitors. Plan how involved the host should be in talking to visitors. At any school party or activity where parents or visitors are involved, have committees of children assume responsibilities for the actual activity.

Taking messages is one particular task that involves interacting with others. Help children develop an understanding of listening to a speaker for certain purposes. To listen for delivering a message, one should note (1) the name of the person leaving the message, (2) the message, and (3) any response required and how to reach the caller.

An individual has social, physical, and intellectual aptitudes for various tasks.

Self-Development

. . . identify liking to work with others as a social aptitude one has or does not have. PPO

Learning achievement depends upon effort and ability.

Educational Awareness

An individual has social, physical, and intellectual aptitudes for various tasks.

Self-Development

Read several conversations to children which involve specific information. Before the selection is read, set the purpose as listening for information about time, place, or any other reason related to the selection. After children have developed the ability to listen for information, develop the ability to take a message.

. . . identify practice as an effort to learn. PPO

Prepare tapes with messages from which children are to record information. Encourage children to use the tapes individually until the messages can be taken accurately.

Develop note pads which have information required for messages.

Name of Caller	_____
Date	_____
Time	_____
Message	_____ _____

Ask children to tell how messages are taken care of in their own homes.

. . . identify listening and spelling as abilities needed for taking accurate messages. PPO

Elicit from children stories about errors that have been made in taking messages and the effect on the caller and the person called. Perhaps a

parent forgot to tell a child that a friend called. Handwriting may have been poor and a message or phone number could not be read.

Two REACT pages comprise one activity. Children are to read the first page knowing that they are to take a message on that form. The second page is a story to read. Children are to complete the note form with information from the story.

SD/Level 2/15

"Make a Note"

MAKE A NOTE

This page shows a form on which to take a message.
On the back of this page is a story to read. Complete
this note page from information on the story page.

John wrote this note.

Call for: _____

Caller: _____

Number: _____

Message

What: _____

Where: _____

When: _____

Other information:

Read about the telephone conversation.

The telephone rang at the Smith home. "Hello," said John.

The caller said, "I want to speak to Ms. Smith."

John said, "Mother is not here now. May I take a message?"

"Oh, yes," answered the caller. "Tell her Betty Black will have a PTA planning meeting at her house. The meeting will be next Tuesday at 7:30 p.m. Will you have your mother call to tell me if she can come? This is Betty Black and my telephone number is 364-7825."

John said, "Thank you Ms. Black. I will give her a note."

"Good-by John and thank you," said Ms. Black.

"Good-by," answered John.

HERE IT IS

Second Experience Level Activity

Performance Objectives

Self-Development Dimension

- . . . identify reading as a skill needed to carry out the task of filing.*

Career Information Dimension

- . . . identify several occupations that require some of the same skills needed by a secretary.*

Educational Awareness Dimension

- . . . cite alphabetizing as a skill which is prerequisite to filing.*

Subject Matter Concepts

Language Arts
Writing Skills
Alphabetical order
Spelling words
Reading
Reading for information

Science
Scientific Method
Categorizing

Preplanning Suggestions

A display of the alphabet, like those used for handwriting
Boxes to be used as files with cardboard for dividers
Books or files that might actually be used in the school or home
(recipe files, encyclopedias, dictionaries)

HERE IT IS

Learning achievement depends upon effort and ability.

Educational Awareness

An individual has social, physical, and intellectual aptitudes for various tasks.

Self-Development

Filing is one task of a secretary that involves several language arts skills.

. . . cite alphabetizing as a skill which is a prerequisite to filing. PPO

Alphabetizing is a fundamental requirement of filing. Develop classroom activities that require children to become familiar with the sequence of letters in the alphabet.

. . . identify reading as a skill needed to carry out the task of filing. PPO

Plan to assign classroom jobs by alphabetical order of last names. Children quickly learn the skill when they are personally involved.

Some classes use vocabulary cards which can be kept in order by children.

As soon as children can handle the task of alphabetizing, develop more difficult filing activities.

The secretary needs to be able to read information in a letter or report and then place it so that it can be located easily.

Prepare a series of paragraphs about three or four topics. Have small groups or individuals read the paragraphs for the purpose of identifying the main idea. Help children identify the categories, then assign each paragraph to that category or topic.

Occupations require special personal characteristics.

Career Information

Make dividers to set up a file in the classroom. A cardboard box can be the file drawer. Construction paper can be used for dividers.

... identify several occupations that require some of the same skills needed by a secretary.
PPO

Ask children to think of occupations other than secretaries in offices that use the idea of filing and alphabetizing or categorizing. The post office, library, bank, and telephone company all are concerned with orderly arrangements of materials.

Develop activities which require the use of the file. Children's papers might be "handed in" to be filed. The teacher would find it easier to check whose papers have been returned. Exercises could be returned to the file instead of directly to children.

Discuss how papers are kept at home so they are easily found. Have children look for ways that parents use filing at home. Recipes are frequently kept in file boxes. Lead into the idea of "a place for everything and everything in its place." Discuss the advantages or disadvantages of being orderly.

The REACT pages are designed to present school activities which relate to secretarial activities.

SD/Level 2/16

"ABC"

SD/Level 2/17

"Spelling"

ABC

Write these words in the correct alphabetical order.

too _____

so _____

to _____

sow _____

two _____

sew _____

reading _____

this _____

reader _____

thin _____

reads _____

thick _____

red _____

blue _____

read _____

blew _____

sometime _____

something _____

somewhere _____

SPELLING

Write the missing words.

A robin is a _ _ _ _ .

The day _ _ _ _ Monday is Tuesday.

"Hello there," _ _ _ _ the girl.

The first month is January.

The _ _ _ _ _ month is February.

Pork and beef are kinds of _ _ _ _ .

The President lives in the _ _ _ _ _ .

The wind _ _ _ _ _ hard in a storm.

Tricycles have three _ _ _ _ _ .

Start a letter like this: _ _ _ _ Mother.

RELATED MATERIALS

Beginning Responsibility: Learning to Follow Instructions (Film, Color, 11-min.) Coronet Instructional Films, Coronet Building, 65 East South Water Street, Chicago, Illinois 60601, 1970.

Busy Office, Busy People (Book) Jene Barr. Albert Whitman and Company, 560 West Lake Street, Chicago, Illinois 60606, 1967.

Come to Work with Us (Books) Sextant Systems, Inc., 3048 North 34th Street, Milwaukee, Wisconsin 53210, 1970.

Friday Night Is Papa Night (Book) Ruth Sonneborn. The Viking Press, Inc., 625 Madison Avenue, New York, New York 10022.

Kingdom of Could Be You, The: Careers in Business and Office Occupations (Film, Color, 4-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611, 1973.

People Who Work in Offices (Film, Color, 11-min.) Coronet Instructional Films, Coronet Building, 65 East South Water Street, Chicago, Illinois 60601, 1972.

Why Fathers Work (Film, Color, 14-min.) Encyclopaedia Britannica Educational Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611, 1969.

STENOGRAPHERS AND SECRETARIES

Practically all stenographers and secretaries take dictation and transcribe it on a typewriter. They usually have additional duties related to the nature of their employer's business; they sometimes have special job titles which reflect their skill levels or work specialities.

Stenographers take dictation from one or more persons and then transcribe their notes on a typewriter. Most stenographers record their notes in shorthand; some use machines which print symbols as different keys are pressed. In addition to taking and transcribing dictation, many stenographers also do other kinds of typing, answer telephones, operate various types of office machines, and perform other clerical duties.

Secretaries, in addition to their stenographic work, relieve their employers of numerous routine duties and often handle a variety of business details on their own initiative. Duties vary, depending on the nature of the employer's business activities and also on the secretary's own experience and capabilities. Secretaries often handle tasks such as scheduling appointments for their employers, arranging for airline tickets and hotel reservations, taking care of some kinds of correspondence, and handling private or confidential records. Sometimes they also supervise other clerical personnel. Some secretaries, like stenographers, specialize in legal, medical, or other technical work. Others, who are social secretaries, make arrangements for social functions and attend to other personal and social matters for their employers.

Stenographers and secretaries are employed by public and private organizations of practically every size and type. A few--chiefly public stenographers and some reporting stenographers--are self-employed.

Particularly large numbers of stenographers and secretaries work for manufacturing firms, government agencies, schools and colleges, insurance companies, banks, and hospitals. Many, including technical stenographers and secretaries, are employed in the offices of physicians, attorneys, and other professional people. Stenographic and secretarial jobs for men tend to be concentrated in educational and other professional services and in manufacturing and public administration. Many of the nearly 15,000 stenographers who specialize in shorthand reporting are men.

Adequate performance as a stenographer or secretary requires a good basic education as well as technical training. Graduation from high school is essential for practically all positions. Graduates whose high school courses have included shorthand, typing, and other business subjects meet the requirements of many employers. Some employers prefer a background of academic high school subjects, supplemented by technical training taken after graduation.

Daytime and evening courses that prepare students for stenographic and secretarial work are offered by hundreds of public schools, private business

schools, and colleges throughout the country. In connection with high school courses in business subjects, some public schools conduct cooperative programs which enable students to acquire practical work experience under trained supervision. Associate degrees in the field of secretarial studies are conferred by a great number of junior and community colleges. Bachelor's degrees in the field of executive secretary are conferred by the schools of business and commerce in many universities; a few confer the master's degree.

Good hearing and a working knowledge of spelling, punctuation, grammar, and vocabulary are essential in stenographic and secretarial positions. Employers seek workers who are poised, alert, and have pleasant personalities. Discretion, good judgment, and initiative are also important, particularly for the more responsible secretarial positions.

Capable and well-trained stenographers and secretaries have excellent opportunities for advancement. Many stenographers advance to better paying positions as secretaries; others, who acquired the necessary speed through experience or additional training, may become reporting stenographers. Both stenographers and secretaries may eventually be promoted to jobs such as administrative assistant, office supervisor, executive secretary, or some other responsible position requiring specialized knowledge of the employer's industry or business.

As modern businesses continue to expand in size and complexity, the increased paperwork will lead to a rapid expansion in the employment of secretaries and stenographers. The increasing use of dictating, duplicating, and other office machines will undoubtedly continue, but technological changes of this kind are not expected to greatly affect the growth of employment in these occupations.

Adapted from: Occupational Outlook Handbook, 1970-71 edition.
U. S. Department of Labor, Washington, D. C.
pp. 286-288.

Appendix A
CAREER DEVELOPMENT MAJOR CONCEPTS

Attitudes and Appreciations

Society is dependent upon the productive work of individuals.

Career Information

Basic career information will aid in making career-related decisions.

Coping Behaviors

Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.

Individuals can learn to perform adequately in a variety of occupations and occupational environments.

Decision Making

Life involves a series of choices leading to career commitments.

Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.

Educational Awareness

Educational skills and experiences are related to the achievement of career goals.

Lifestyle

Work affects an individual's way of life, in that a person is a social being, an economic being, a family being, a leisure being, and a moral being.

Self-Development

An understanding and acceptance of self is important.

Social, economic, educational, and cultural forces influence self-development.

Individuals differ in their interests, aptitudes, values, and achievements.

Appendix B
DEVELOPMENTAL DIMENSIONS
SCOPE AND SEQUENCE

SUBCONCEPTS FOR EXPERIENCE LEVELS READINESS THROUGH SIXTH								
DIMENSION	MAJOR CONCEPT	READINESS LEVEL	FIRST LEVEL	SECOND LEVEL	THIRD LEVEL	FOURTH LEVEL	FIFTH LEVEL	SIXTH LEVEL
COPING BEHAVIORS	Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.	An individual should learn to cope with authority exercised by others.	An individual should learn to cope with the rights and feelings of others.	An individual should learn how to give and take criticism.	A contribution to group effort can be made by demonstrating ability to both compromise and exercise influence in achievement of group goals.	Certain behaviors are appropriate to specific job settings.	There is a universality of feelings and aspirations of all people--regardless of physical appearance, nationality, creed, sex, or ethnic background.	There are effective interpersonal relations skills for giving or evaluating instructions.
	Individuals can learn to perform adequately in a variety of occupational environments.	Different skills are required for different tasks.	Several skills may be required to perform a given task.	Some skills can be transferred from one job to another.	Performance requirements for a job vary with the work setting.	Performance requirements for a job may change with time.	It is important for a person to be able to make the transition from one job to another.	There are characteristics which differentiate between occupations--both within and between job families.
DECISION MAKING	Life involves a series of choices leading to career commitments.	Choice means "making up one's mind" and there are certain situations where one can make choices.	Things change and these changes influence the choices and decisions one makes.	An individual's decisions affect himself and others.	People change and these changes influence the choices and decisions one makes.	Decision making involves risks.	Decision making can precipitate chain reactions.	Previous decisions, peers, gratifications, needs, interests, and career information influence present and future decisions.
	Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.	An individual should recognize what "a goal" is and learn how to set one's own goals.	Problems which conflict with one's goals can be identified and assessed.	An individual should consider alternative ways to reach a given goal.	Decision making plays a role in the setting of immediate and long-range goals.	The decision-making process can be used to set priorities in developing personal goals.	Setting goals can be enhanced by analyzing decision-making processes.	The decision-making process can be used to determine one's preferences, at that point in time, between various job families.

Appendix B (Cont'd)

DEVELOPMENTAL DIMENSIONS SCOPE AND SEQUENCE

SUBCONCEPTS FOR EXPERIENCE LEVELS READINESS THROUGH SIXTH								
DIMENSION	MAJOR CONCEPT	READINESS LEVEL	FIRST LEVEL	SECOND LEVEL	THIRD LEVEL	FOURTH LEVEL	FIFTH LEVEL	SIXTH LEVEL
LIFESTYLE	Work effects an individual's way of life, in that a person is a social being, an economic being, a family being, a leisure being, and a moral being.	Most people work and there are many reasons why people work.	Family members perform work they are capable of performing, responsibilities are shared, and the family is an interdependent unit.	Lifestyles within a community differ.	Relationships exist between a person's occupation and the people with whom a person tends to associate.	Moral principles are an integral part of one's work life.	Relationships exist between desired lifestyles and career monetary rewards.	Leisure-time activities and interests may lead to a career, and one's career may, in turn, affect the amount and use of leisure time.
	An understanding and acceptance of self is important.	Awareness of one-self within the context of the family structure is important.	An individual experiences various roles--friend, student, group member, etc.	There are certain physical, social, and emotional characteristics which make an individual unique.	An individual's feelings relative to happiness, fear, anger, loneliness, etc., are diverse.	A person's membership in a group affects the group as well as himself.	Interests and abilities mature and change as well as one's physical being.	There is a relationship between an individual's knowledge and acceptance of self and his career preference.
SELF-DEVELOPMENT	Social, economic, educational, and cultural forces influence self-development.	An individual is influenced by other people.	The school can provide an opportunity to enhance self-development.	An individual's feelings and the feelings of others relate to commonly held beliefs and customs.	Groups outside of school influence an individual's personal development.	An individual is influenced by economic forces.	Changes in an individual influence his environment and changes in environment influence him.	An individual's values and personal goals are influenced by the values of other people.
	Individuals differ in their interests, aptitudes, values, and achievements.	An individual should be aware of the tasks that he performs and begin to determine his interests in these tasks.	An individual's interests, aptitudes, values, and achievements are not always the same as those of his peers.	An individual has social, physical, and intellectual aptitudes for various tasks.	Individuals differ in their physical characteristics.	Achievements in school and out of school are often dependent upon interests, aptitudes, and values.	An individual can differentiate between himself and others in terms of interests, aptitudes, and values.	There is a relationship among interests, aptitudes, achievements, values, and occupations.

Appendix C
INTERACTING DIMENSIONS
SCOPE AND SEQUENCE

DIMENSION	MAJOR CONCEPT	SUBCONCEPTS APPROPRIATE FOR <u>ALL</u> EXPERIENCE LEVELS (READINESS THROUGH SIXTH)
EDUCATIONAL AWARENESS 698	Educational skills and experiences are related to the achievement of career goals.	Knowledge and skills in subject matter areas are helpful in occupational competence. Career-oriented learning may take place in school or out of school. Learning is a lifelong process. Learning achievement depends upon effort and ability.
ATTITUDES AND APPRECIATIONS	Society is dependent upon the productive work of individuals.	Completion of a worthwhile task has value for the worker and for society. Work involves the acceptance of responsibility for a task. A great many tasks can be performed by men or women. Most occupations include common expectations, such as punctuality, dependability, and avoidance of excessive absence. A given work setting requires certain policies and procedures. Specialized occupations result in an interdependent society.

Appendix C (Cont'd)
INTERACTING DIMENSIONS
SCOPE AND SEQUENCE

DIMENSION	MAJOR CONCEPT	SUBCONCEPTS APPROPRIATE FOR ALL EXPERIENCE LEVELS (READINESS THROUGH SIXTH)
CAREER INFORMATION	Basic career information will aid in making career-related decisions.	Occupations may have certain dress requirements. Occupations require the use of specific materials and equipment. Occupations have their own vocabularies. The individual worker determines which aspects of an occupation may be pleasant or unpleasant. Occupations have their own work settings. Occupations require special personal characteristics. Earnings vary with occupations. Career development includes progression through stages of educational and occupational training. Costs of training for occupations vary. Technological, economic, social, and political factors influence supply and demand of jobs.

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